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ABSTRACT

The purpose of this 2-year project was to develop, and begin implementation of, a comprehensive health occupations teacher education program including preservice, inservice, new teacher orientation, and continuing education components for the State of Virginia. During the second year of the project, the goals were (1) to continue the work of the project by coordinating the various human resources available in both health service and education areas, (2) to complete a research study to assess and identify the essential competencies required by a beginning health occupations teacher, (3) to conceptualize the four models, and (4) to field test components of each model. These goals were met during the project year. The project demonstrated that the processes used were workable and practical. Because of the competency-based concepts used, the models may be implemented, totally or partially, at other institutions of higher learning (in addition to Virginia Commonwealth University where they were tested). Responses from health occupations teachers who participated in the field-testing indicated that the project goals and accomplishments were much needed, were directed specifically to those needs, and were of immediate value. Continued support by the Virginia Department of Education and university administrators was recommended so that this work may continue. (Author/KC)

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ED232045

FINAL REPORT

Development of Virginia Vocational Health Occupations Teacher Education Project (Year II)

Research Project

Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

Mary Lou Park, Project Director
School of Education
Virginia Commonwealth University
901 W. Franklin Street
Richmond, Virginia 23284

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ABSTRACT

TITLE OF PROJECT: DEVELOPMENT OF VIRGINIA HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

AUTHORS: Mary Lou Park, R.N., Ed.D.

TIME PERIOD: July 1982 to June 1983

GOALS AND OBJECTIVES: The purpose of this two-year project was to develop and begin implementation of a comprehensive Health Occupations teacher education program including pre-service, in-service, new teacher orientation, and continuing education components which will serve the State of Virginia. The goals of the second year of the project were (1) to continue the work of the project by coordinating the various human resources available in both health service and education areas, (2) to complete a research study to assess and identify the essential competencies required by a beginning Health Occupations teacher, (3) conceptualize the four models, and (4) field test components of each model.

PROCEDURES: The models were conceptualized and basic assumptions, general policies and principles were formulated for each model based on the research findings and analysis. The research study for new teachers was designed. Components within each model which were developed were delivery, time, facility, faculty, funding and curricular materials. Consideration was given to the new Occupational Education degrees at VCU and the new certification requirements of the State. An offering from each model was prepared for field-testing.

RESULTS AND ACCOMPLISHMENTS: The four models were developed, the research study for new teachers' needs was accomplished and analysis led to the identification, clustering and sequencing of competencies. One offering from each model was presented in the field for groups of Health Occupations teachers.

EVALUATION: The advisory committee, State Department personnel, and other educators reviewed the survey findings, the model components, and plans for development. Each field-tested offering was evaluated by the participants.

CONCLUSIONS AND RECOMMENDATIONS: The project demonstrated that the processes used were workable and practical. Due to the competency-based concepts utilized, the models may be implemented totally or partially, at other institutions of higher learning if so desired. Responses from Health Occupations teachers who participated in the field-testing, indicated that the project goals and accomplishments were much needed, were directed specifically to those needs and were of immediate value. Continued support by the State Department of Education and university administration is urged so that the work may continue.

DEVELOPMENT OF VIRGINIA VOCATIONAL HEALTH OCCUPATIONS TEACHER EDUCATION PROGRAM

Introduction

The surging growth of health services continues to fuel a health care personnel shortage. Band-aid efforts used to alleviate the shortage of personnel has resulted in a growing number of new and larger Health Occupations programs, each of which needs preparatory teachers. Per standard operating practice, practitioners are drawn from the field to serve as faculty most able to communicate the knowledge required by the new recruits.

In the past decade, health careers have continued to be a part of the course offerings in middle, secondary and post-secondary schools. The usage of health practitioners hired directly from the work force has created an ever increasing pool of teachers who have little or no pre-service preparation for teaching. As experienced workers (and inexperienced teachers), they have identified a need for acquiring educational competence which equates with their level of expertise as practitioners. Pressures from the increasing number of Health Occupations teachers have stimulated teacher educators to develop coursework which meets the unique educational and certification needs of the novice/teacher. This need was the justification for the development of a Health Occupations teacher education program proposal in Virginia and it forms the foundational base for the Health Occupations Teacher Education Project (HOTEP) at Virginia Commonwealth University. Funded in 1981 by the State Department of Education, Health Occupations Education Service, Vocational Education Division, HOTEP's primary goal was to assist

those professionals who possess the competencies of a health care practitioner to acquire those additional skills needed to perform satisfactorily as a Health Occupations teacher. The project was conceived as a two-year effort which would create an exemplary model for a program usable in all regions of the state.

This final report will briefly review the first year and one-half of the project, and report in detail on the final six months of activities. Those sections describing the latter will primarily deal with the model conceptualization and development, implementation strategies, and the continued field testing of selected components.

Review of the Problem

Teacher education and certification requirements were identified as the two critical issues confronting the Health Occupations teachers of Virginia. Though conditions within the health field had changed drastically, and the needed training programs had expanded within the past decade, Health Occupations teacher education practices in the Commonwealth had remained the same.

Lacking both teacher education and certification programs designed specifically for them, Health Occupations teachers were served through other service areas such as Trade and Industrial. Increasingly, this delivery fell short of meeting the many varied and complex training needs of the group. For this reason, a two-year grant funded by the Virginia Department of Education was awarded to Virginia Commonwealth University in order to research and develop a model Virginia Health Occupations Teacher Education Program. See Appendix A.

Project Progress

At the conclusion of the first year of the project, an Advisory Committee was in action, a review of the literature had been completed, and the population of Health Occupations teachers and their supervisors had been identified and surveyed. A proportional stratified random sample of Health Occupational teachers had also been interviewed. The conclusions of that study can be found within the first annual report as written by Jacobs and Laslie.

Seven broad objectives were identified for the program of work from August, 1982 through January, 1983. They included continued interaction with the project advisory committee, an update of the literature (especially in the area of new teacher orientation programs), and the survey of new teachers and their immediate supervisors. Model design was placed as a high priority as was the field testing of one offering from each segment of the proposed programs. The new state certification requirements for Health Occupational teacher endorsement were analyzed in order to apply the new regulations to the models. The status of continuing education and recertification and relicensure requirements for health professionals in Virginia were also studied.

In the interim, the acquisition of information and strategies for model development continued with the assistance of consultants, personal contacts, HOTEPA advisory committee members and concerned health professionals in the state. Field testing of selected components of each division of the HOTEPA model were formatively done within the planned time line.

A new teacher institute had been delivered at the August HOE State Conference in 1982 with pre-service, in-service, and continuing education offerings held during the fall term. A non-credit course (NCC) was planned for the Spring of 1983 as well as a three-semester hour evaluation course suitable for pre-service, in-service, and/or certification application.

New Teacher Survey

Additional research was conducted in the fall of 1982 in order to complete the data base needed to fully develop the program models. The purpose of the new teacher study was to identify and empirically validate a list of essential teacher competencies for a beginning Health Occupations teacher in Virginia. Items for the instruments were derived from the literature and after revisions, the items were submitted for validation to a jury of experts. A condensed list of one-hundred and sixteen competencies was developed for participants to rate for the time needed in the classroom and for their importance. The mailed instruments drew a seventy-five percent response rate. The study indicated that beginning teacher competencies could be identified, categorized and rank-ordered by the time needed in the classroom and by their importance to the teacher. The conclusions based upon the analysis of data were full detailed in the State report filed in June, 1983.

A few of the recommendations made in the study were that the validated competency lists determined by teachers be given added weight when reviewed, and that those determined by administrators be used as

valuable references. It was suggested that the combined teacher and administrator lists ranked by the grand mean be utilized by curriculum developers. Curricula developed for new teacher orientation programs could use the competencies agreed upon as being of earliest need for a common essential core. A recommendation was made that some type of pre-service activity based on the findings of the study should be provided to all newly hired teachers in order to improve classroom competence and classroom instruction. Suggestions were also made for additional research.

At the conclusion of this time period in the second year of HOTEV it was felt that VCU was still at an early stage in the development and implementation of HOTEV; however, a solid foundation had been established for future work. The attitude prevailed that the CBE model was a workable one, both for a VCU program as well as for other institutions across the state. There was the conviction that the program content derived from the competency identification method was comprehensive, valid, and could be implemented. In addition, the process was usable by others and flexible enough to assure a proper "fit" and unique identity for any locale.

Reaction to the initial delivery of selected field offerings indicated a very real need which resulted in a very positive feedback from the teachers participating in the activities. The response lent credence to the worthiness of the project and its goal of providing Health Occupations teacher education when and where it was needed.

Model Conceptualization

A wealth of information had been accumulated by January of the second year. Teacher competencies were identified and data accumulation and analysis had been completed. The findings and competencies were to be the primary base for model development. Virginia's Department of Education new Health Occupations teacher certification regulations and their application to the proposed models were studied. The July, 1982 regulations were the first to be legislated since the Health Occupation Service separated out from the Trade and Industrial section in 1979. It was also necessary to clearly define the term "continuing education" in order to insure a better "fit" of model to the teacher/practitioners. Materials from the Advisory Committee members and consultant, Dr. Glen E. Fardig were assembled for review. Advisory Committee correspondence and Dr. Fardig's report are in Appendix B.

A myriad of mechanical details were sorted through in detailing the degree requirements, transfer credits, and credit awards for Health Occupations teacher experiences and credentials. Strategies concerning the interfacement of model components with other degrees and campuses (nursing, allied health, community colleges, etc.) were explored in depth.

Application of Certification Regulations

Particular attention was given to the regulations because of their importance to the status of every teacher. One hundred and three competencies were identified and verified through research and these were

incorporated into the undergraduate, graduate, and/or certification coursework. Those selected for the new teacher orientation model were chosen from among that group also but were much fewer in number. Reference is made to the fact that there are no competencies listed relative to the health care delivery system certification requirement. The importance of the omission is seen when the new certification regulations are reviewed. A solution was generated within the model to cover the omission.

In review of the regulations, all new teachers are recommended initially for a provisional certificate. To upgrade this to either the vocational education or collegiate professional certificate, the teacher must take nine semester hours of college work within the first two years of employment. The vocational education certificate is the one currently recommended by the HOE service. One can also complete an alternative program agreed upon by a local education agency and the department of education. The competencies to be included in both programs concern:

1. instructional organization
2. evaluation of student performance
3. recognition of student exceptionalities
4. cultural awareness
5. human growth and development
6. classroom management
7. educational policies and procedures in the schools

Completion of these competencies lead to the five-year vocational education certificate which may be held by a degreed or non-degreed person. The other certificate is the collegiate professional and is held by those with a baccalaureate degree from an accredited teacher preparation program. Both certificates may be renewed by completing

90 clock hours of professional development work. Forty-five of the clock hours may be in non-college credit courses which must have prior approval by the District Superintendent and the Virginia Department of Education.

Course content prescribed for the Health Occupations teacher is focused in three general areas which are teaching methods, occupational program management and introduction to the health care industry. Specific endorsement requires credentialing and experience as a health care worker in addition to coursework. The number of years of experience working in the field is not spelled out. The Health Occupations teacher certification regulations are presented in Appendix B.

Program Development

The goal of the two year HOTEV plan was to prepare credentialed health professionals to serve primarily as teachers in secondary and post-secondary Health Occupations programs. Therefore, the program was designed to provide both pre-service and in-service education for credentialing purposes. A continuing education program would serve personal needs for professional growth and enrichment and the new teacher orientation would emphasize "survival skills" during the first few months of teaching.

The programs would prepare the student for an array of teaching functions in the middle schools, high schools, vocational centers, community colleges, and health agencies. A few examples of teaching assignments are career exploration, health assistant, respiratory therapy aide, practical nursing, radiology technician and staff development in a medical institution.

Populations Served

A student enrolled in a program offering would have completed educational study in a health field preparing him or her for entry level practice. Successful mastery of the appropriate credentialing examinations and several years of productive work experience would also have been achieved. These three indicators--previous study, credentialing, and work experience--create non-traditional students who are mature, experience "smart" and motivated. The decision to make a career change blends with the decision to teach in their career fields.

The students share a common background in health care delivery, yet differ due to the variety of health occupations they represent. In addition, students are graduates of one-, two-, three-, and four-year preparatory programs. Any planning for such a diverse group requires recognition of the varied backgrounds and the previously mentioned non-traditional characteristics. Additionally, all are probably employed full-time as teachers or practitioners. Course offerings must be planned to accommodate work schedules.

Unlike other teaching novices, the population will be teachers who serve two masters. On the one hand, they must remain up to date in their occupational area and clinical practice. At the same time, they must master a new work setting while adjusting to the educational system. As a result, there is no time to waste, and time spent on certification courses and/or degree work must be of benefit, efficiently presented and meet the identified needs.

PROGRAM MODELS

The projected time line and model development process are diagrammed on the following pages. A comprehensive program model was conceptualized which followed the general administrative guidelines of the University, the regulations of the Department of Education, the local educational agencies while meeting teacher requests. Basic assumptions were drawn which united health occupations teachers with other vocational teachers and identified delivery styles, usage of competencies and the variables of times and location.

Components of the model were identified as they related to the assumptions. The model was designed to be flexible and adaptable to other settings. The competency-based teacher education model lent itself to this desired option very well. In addition, the model as conceived would serve as a role model as it utilized the four CBE Standards as adopted in Virginia. Teachers could emulate the system of which they were a part in their own classrooms.

The basic operational principles of the system were developed to cover or "umbrella" the four programs implemented. Each program would in turn incorporate the twenty-one program model priorities as applicable. Principles and Priorities are detailed on the following pages.

THE PRE-SERVICE PROGRAM

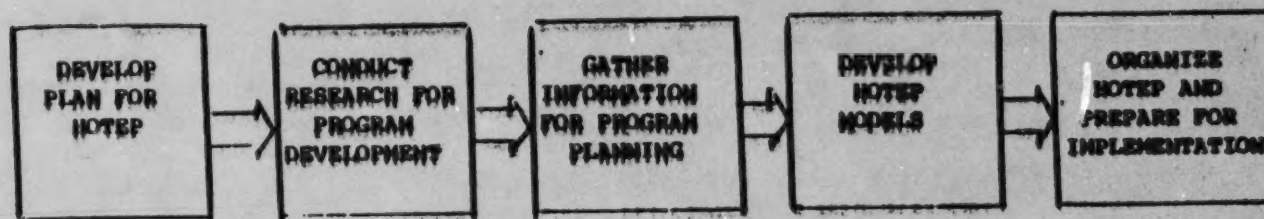
Degree Development

HOTEP work coincided with other innovations taking place within the School of Education, Division of Educational Studies, Adult, and Vocational-Technical Education. A proposal for replacing the

Beginning of
Project

Variable Time Line

Completion
of Project

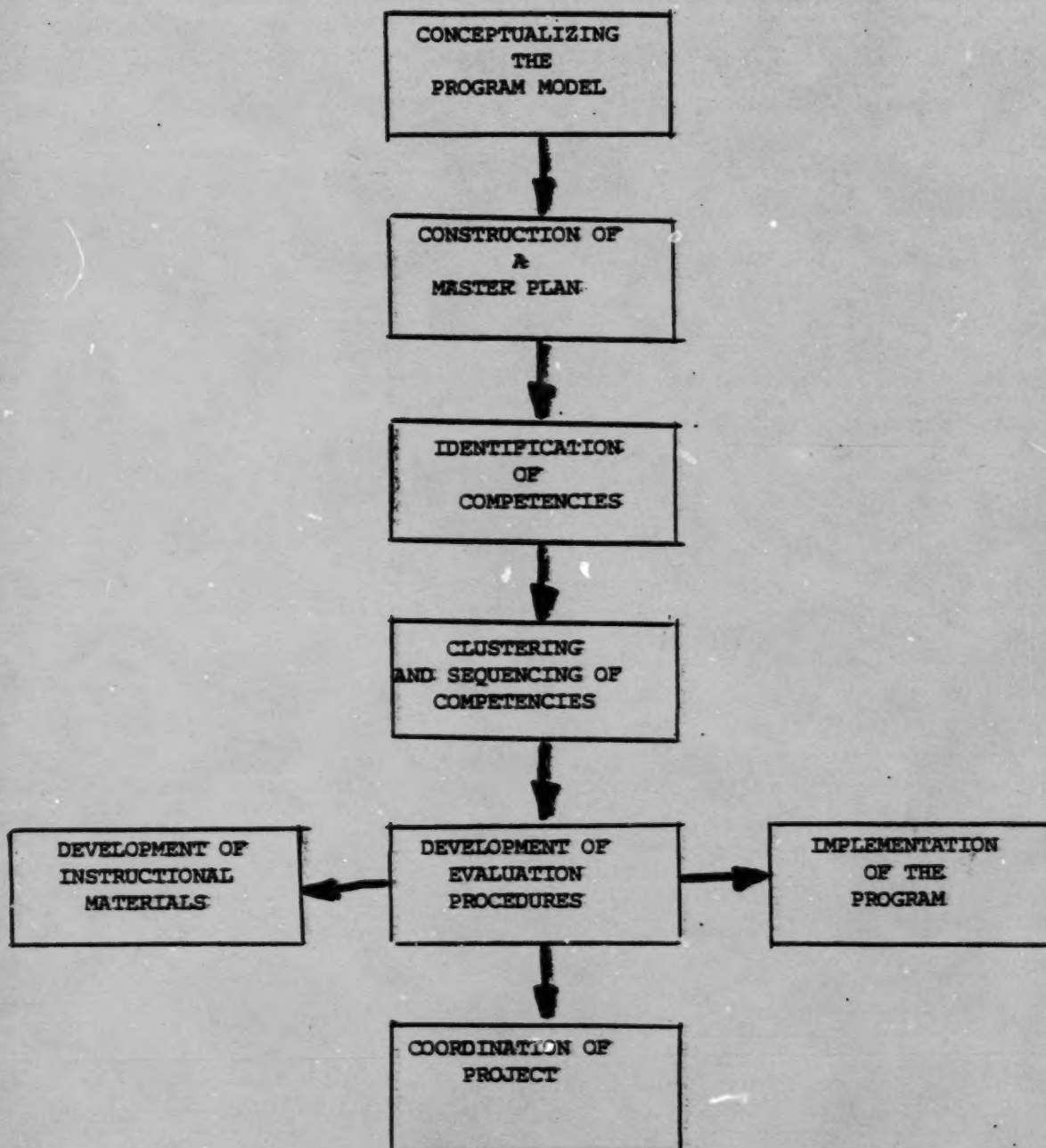


PHASES OF TWO-YEAR NOTEP PLAN

VIRGINIA COMMONWEALTH UNIVERSITY
HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT
January, 1993

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

MODEL DEVELOPMENT PROCESS



Virginia Commonwealth University
January, 1983

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

BASIC ASSUMPTIONS

HEALTH OCCUPATIONS EDUCATION IS A PART OF VOCATIONAL EDUCATION AND HEALTH OCCUPATIONS TEACHERS EMPLOY THE SAME TEACHING SKILLS IN DELIVERING CLASSROOM AND LABORATORY INSTRUCTION AS DO OTHER VOCATIONAL TEACHERS.

IN ANY INVENTORY OF TEACHING COMPETENCIES, A RATIONALE CAN BE IDENTIFIED FOR ADDING OR SUBTRACTING SPECIFIC COMPETENCIES.

IN PREPARING THE HEALTH OCCUPATIONS TEACHER, THE SPECIFIC UNIQUENESS CAN BE MET WITH OPTIONS SUCH AS SPECIAL METHODS COURSES, WORKSHOPS, AND/OR IN-SERVICE OFFERINGS.

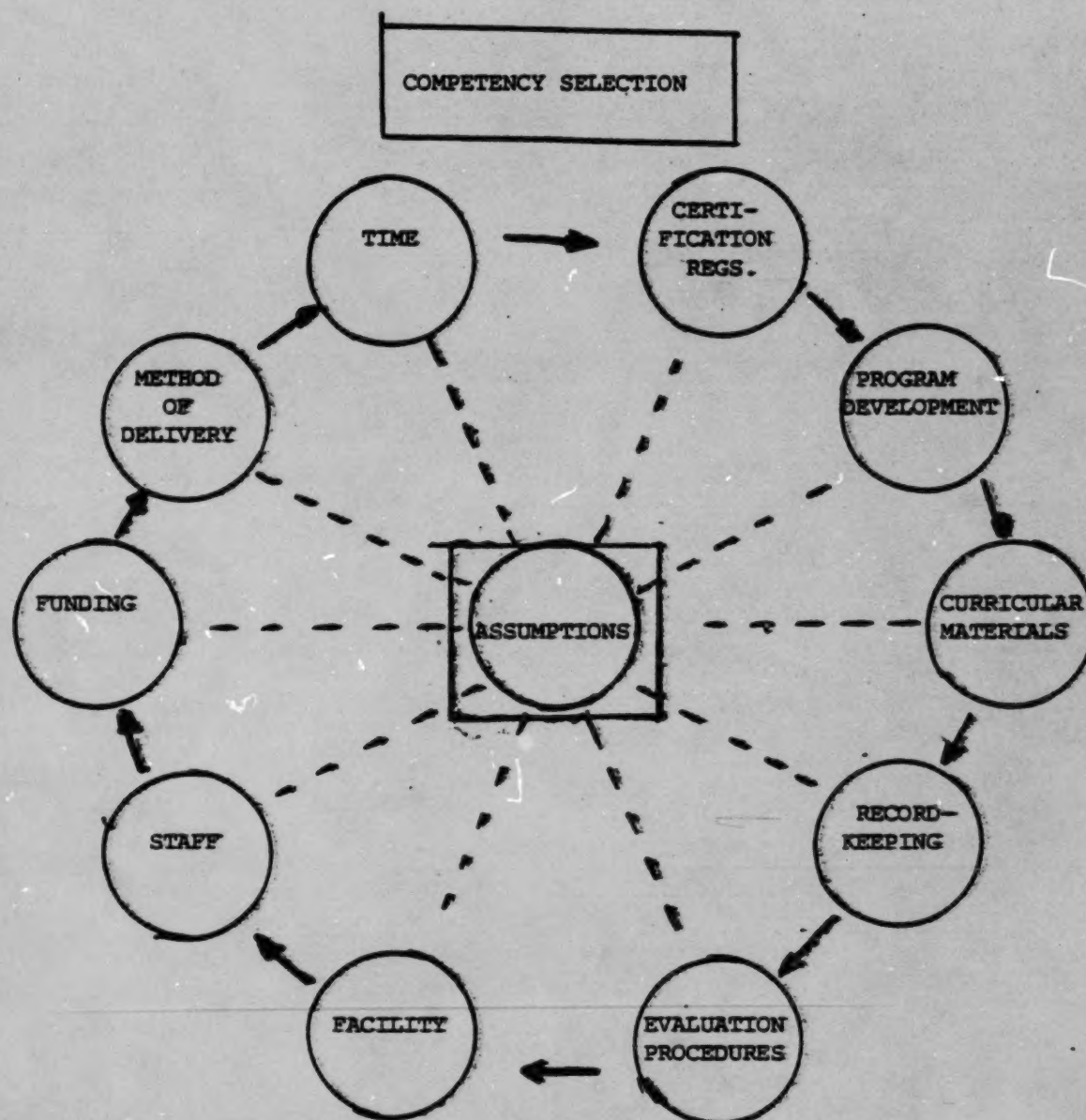
IN ANY INVENTORY OF TEACHING COMPETENCIES, THERE CAN BE DETERMINED A TIME VARIABLE AS TO WHEN THE SKILL IS OF MOST ADVANTAGE BASED ON THE NEED OF THE TEACHER. TO THAT END, INSTRUCTION CAN BE INDIVIDUALIZED.

THE COMPETENCY-BASED EDUCATIONAL MODE OF DELIVERY IS MODIFIED WITH A MIX OF ON-CAMPUS AND FIELD-BASED SETTINGS, TRADITIONAL AND PERFORMANCE-BASED MODULARIZED STUDY.

A MODEL CONSTRUCTED FOR IMPLEMENTATION BY A UNIVERSITY IN ONE CONSORTIUM SERVICE AREA, CAN BE USED PARTIALLY OR IN ITS ENTIRETY BY A SISTER UNIVERSITY IN ANOTHER SERVICE AREA.

Virginia Commonwealth University
January, 1983

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

COMPONENTS OF A MODEL
SERVING HEALTH OCCUPATIONS TEACHERS

Virginia Commonwealth University
January, 1983

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

BASIC OPERATIONAL PRINCIPLES OF SYSTEM

THE HEALTH OCCUPATIONS TEACHER EDUCATION PROGRAMS ARE AN ARTICULATED EFFORT BETWEEN UNIVERSITY, LOCAL EDUCATION AGENCIES AND THE STATE DEPARTMENT OF EDUCATION. FOR SOME MODELS, HEALTH CARE AGENCIES WILL BE INCLUDED.

THE UNIVERSITY'S STANDARD POLICIES AND PROCEDURES WILL BE USED IN SUPPORT OF THE PROGRAM GOALS AND OBJECTIVES.

THE PLAN WILL GROW CONTINUALLY AND AS A RESULT OF REVISIONS AND REFINEMENTS, EACH PHASE WILL UNDERGO REGULAR CHANGE OF A SYSTEMATIC NATURE.

THE SYSTEM WILL CONSIST OF MULTIPLE COMPONENTS WHICH WILL BE CAPABLE OF STANDING ALONE OR FITTING TOGETHER AS A UNIT.

THE POPULATIONS TO BE SERVED ARE PRIMARILY BEGINNING AND REGULARLY EMPLOYED SECONDARY AND POST-SECONDARY PUBLIC SCHOOL TEACHERS. OTHER GROUPS REGISTERING FOR THE UNIVERSITY COURSEWORK MAY BE TEACHERS OF HEALTH OCCUPATIONS PROGRAMS AT COMMUNITY COLLEGES, PROPRIETARY SCHOOLS, & STAFF DEVELOPMENT DEPARTMENTS. STUDENTS ENROLLED IN OTHER DEGREES MAY ALSO ELECT SPECIFIC COURSES.

Virginia Commonwealth University
January, 1983

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

PROGRAM MODEL PRIORITIES

1. WILL INCORPORATE THE ESSENTIAL ELEMENTS OF COMPETENCY-BASED INSTRUCTION.
2. COMPETENCIES NEEDED FOR PREPARATION OF A SUCCESSFUL HEALTH OCCUPATIONS TEACHERS WILL BE IDENTIFIED FROM VERIFIED RESEARCH.
3. COMPETENCIES WILL BE STATED IN ADVANCE OF INSTRUCTION.
4. ASSESSMENT IS BASED ON PRE-DETERMINED OBJECTIVE CRITERIA.
5. COMPETENCIES ACHIEVED ARE SYSTEMATICALLY DOCUMENTED.
6. MUST MEET THE NEEDS OF THE POPULATION SERVED.
7. MUST BE ECONOMICAL AND REALISTIC IN TERMS OF COST.
8. THE INSTRUCTIONAL PROGRAM IS DELIVERED IN A VARIETY OF WAYS INCLUDING CLASSROOM INSTRUCTION, SEMINARS, TUTORIALS, PRACTICE SESSIONS, WORKSHIPS, INDEPENDENT STUDY, ETC.
9. INSTRUCTION IS INDIVIDUALIZED AND THE TEACHER PROGRESSES AT HIS/HER OWN BEST RATE OF ACHIEVEMENT ACCORDING TO PERSONAL GOALS.
10. THE PROGRAM HAS APPROPRIATE SUPPORT SERVICE ALTERNATIVES SUCH AS QUALIFIED STAFF, ADEQUATE FACILITIES AND INSTRUCTIONAL RESOURCES.
11. COMPETENCY MUST BE MASTERED FOR PROGRESSION. RECYCLING WILL BE DONE.
12. SURVIVAL OR ESSENTIAL SKILLS WILL BE IDENTIFIED AND PACKAGED FOR DELIVERY TO THE NEW HEALTH OCCUPATIONS TEACHER AS NEEDED.

Virginia Commonwealth University
January, 1983

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

PROGRAM MODEL PRIORITIES

13. ORIENTATION COMPETENCIES ARE NOT TO BE REPEATED IN SUBSEQUENT STUDY. STUDENT WILL UTILIZE OTHER ELECTIVE COMPETENCIES.
14. COMPETENCIES SELECTED FOR CERTIFICATION AND UNDERGRADUATE DEGREE WILL BE THOSE NEEDED BY BEGINNING TEACHER FIRST TWO YEARS OF TEACHING.
15. COMPETENCY INVENTORY SHOULD FIT THE SERVICE AREA, CERTIFICATION REQUIREMENTS, LOCAL SETTING, AND UNIVERSITY DEGREE REQUIREMENTS.
16. PROGRAM CONTENT WILL BE BASED ON COMPETENCIES SELECTED FOR THREE LEVELS: ESSENTIAL FOR SURVIVAL, PRESCRIBED BECAUSE OF NEEDED SKILLS UNIQUE TO PROGRAM TEACHING, AND ELECTIVE BASED ON NEED AND PERSONAL INTEREST.
17. STUDENT MAY CHALLENGE AND TEST-OUT COMPETENCY.
18. STUDENT ASSUMES RESPONSIBILITY FOR OWN LEARNING. ROLE OF TEACHER EDUCATOR IS ONE OF LEARNING MANAGER/RESOURCE PERSON.
19. STUDENT PRACTICUM IN JUNIOR YEAR OF DEGREE STUDY MAY BE WAIVED BY PETITION. STUDENT IS CURRENTLY EMPLOYED OR HAS TAUGHT IN THE LAST FIVE YEARS.
20. STUDENT TEACHING MAY BE DONE IN OWN CLASSROOM IF CURRENTLY TEACHING.
21. STUDENT TEACHING REQUIREMENTS MAY BE WAIVED UNDER CERTAIN CONDITIONS AND UPON PETITION.

PRIMARY CURRICULAR MATERIAL USAGE WILL BE FROM MODULES DEVELOPED BY THE NATIONAL CENTER FOR VOCATIONAL EDUCATION'S PROFESSIONAL TEACHER EDUCATION MODULE SERIES AND PUBLISHED BY THE AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS (AAVIM). ADDITIONAL LEARNING MATERIALS ARE TO BE DEVELOPED FOR SPECIFIC COMPETENCIES IN ADDITION TO THOSE DEVELOPED THROUGH THE PBTE UNIVERSITY OF CENTRAL FLORIDA PROJECT.

Virginia Commonwealth University
January, 1983

Bachelor of Science degree in Distributive Education with a Bachelor of Science of Occupations was submitted for approval in the fall of 1982. It was approved in December of the same year for implementation in the Spring of 1983. The rationale for the degree swap as it applies to the Health Occupations teachers' need is quoted directly from the proposal.

A. Health Occupations Teachers' Need for Professional Preparation

Health Occupations teachers must be licensed health care practitioners before they can be employed as teachers. But, it is possible to become a licensed practitioner in some Health Occupations without completing a B.S. degree. A few public school Health Occupations teachers in health agencies and hospitals are seeking opportunities to complete the baccalaureate degree as they improve their teaching skills or prepare for a state teaching certificate.

Two State institutions offer in-service courses for Health Occupations, but there is no baccalaureate program in the State for the professional preparation of Health Occupations teachers.

The Vocational-Technical Education Core in the School of Education is conducting a funded project for the Vocational Division of the Virginia Department of Education to develop a model teacher program for Health Occupations. A full-time Health Occupations teacher educator has been employed at VCU to provide in-service education for Health Occupations teachers. The Department of Education is providing reimbursement for this salary in anticipation of the establishment of Virginia's first Health Occupations teacher education degree program at VCU.

B. Professional Distributive Education B.S. Degree Program Adaptable to Health Occupations Education

The Distributive Education program has prepared teachers at this institution since 1937. During the past five years, the B.S. degree program has been revised to reflect the teaching competencies identified in national vocational teacher education projects.

The modification of the current DE professional courses to accommodate the Health Occupations concentration is both feasible and desirable. Enrollment in the DE degree program has decreased in recent years with the establishment of programs in three other State institutions. The proposed degree conversion will make it possible to enroll Distributive and Health Occupations Education students in four core courses where their preparation needs are the same.

C. Non-School Teaching Option

It will be possible for students to complete the B.S. degree program with the occupational objective of entering an instructor's position in business or industry by electing the non-school teaching option. Students selecting this option will omit the 15-credit clinical teaching block, taking instead 15 credits of approved electives.

The relationship of the proposed program to existing programs and to the mission statement of the institution was consistent. The proposed conversion of the state and NCATE approved Distributive Education degree broadened the B.S. degree to serve an additional program area in vocational education. The new degree program duplicated no other Health Occupations program in Virginia or at VCU.

A complete description of the undergraduate program in occupational education is described on the following two pages. Of necessity, the program model for pre-service followed the planned and approved new degree including the course titles. Additional competencies unique to Health Occupations were accommodated within established courses and 2-4 new courses proposed for development.

Advisement and Planning

To facilitate advisement, planning sheets for the undergraduate and graduate degree were designed and implemented. The variations unique to the Health Occupations tract necessitated in-house accommodation. For instance, a psychology or sociology course was designated an option in place of Economics 203 if the student so elected. Also, another course in Health Education could be elected in place of HED 300 if the latter seemed to be a duplication of previous coursework. Given the present trend, a computer literacy course was strongly suggested as a Math or General Education elective. Planning sheets and memos related to the amendments are reported out in Appendix E.

**Educational Studies, Adult Education, and Vocational-
Technical Education**

Undergraduate Program in Occupational Education

This Division of Educational Studies, Adult, and Vocational-Technical Education offers a Bachelor of Science degree in occupational education (OED) with the following options:

1. Marketing and Distributive Education Option. A two-year upper-division sequence providing professional courses for students preparing to teach marketing and distributive education at the secondary and adult levels.
2. Health Occupations Education Option. A two-year upper-division sequence providing professional courses to technically competent students preparing to teach or already teaching health occupations at the secondary and adult levels.
3. Non-School Teaching Option. Students may complete the degree program with the occupational objective of entering a teaching position in business and industry or in a health facility by electing the "non-school" teaching option. Students selecting this option will omit the 15-hour clinical block, including student teaching, electing instead 15 semester hours of approved electives.

Program Requirements:

The Bachelor of Science in Occupational Education requires a minimum of 126 credits, distributed as follows:

1. General Education—a minimum of 48 semester hours, which includes courses in humanities (12 semester hours), social science (12 semester hours), laboratory science and mathematics (11 semester hours), and health and physical education (4 semester hours), and 9 elective hours as specified by Virginia Teacher Certification requirements.
2. Professional Education—a minimum of 45 semester hours, which includes a) the introductory Education Studies block (EDU 300 and EDU 301)—6 semester hours; b) the Clinical Teacher Education Block (EDU 310 and EDU 485/486)—15 semester hours; c) Health Education—3 semester hours; and d) the Occupational Education Block—21 semester hours, consisting of the following four core courses and 9 credits selected from the electives below:

Core Courses

Introduction to Occupational Education	(OED 301)
Occupational Program Planning and Management	(OED 401)
Methods of Teaching Occupational Education	(OED 406)
Curriculum Planning for Occupational Education	(OED 304)

Electives

Laboratory Management in Occupational Education	(OED 402)
Coordination Techniques in Occupational Education	(OED 302)
Occupational Education Student Organizations	(OED 303)

3. Technical Education--a minimum of 30 semester hours, which include
 a) demonstrated competence in the occupational area in which a student is preparing to teach (12 semester hours); and b) technical courses in the occupational area (minimum of 18 semester hours).

a. Demonstrated Occupational Competence--12 semester hours

(1) Recent Employment

Up to 12 semester hours of credit toward the B.S. degree may be earned by documentation and evaluation of recent (past 5 years) employment in the occupational area in which a student is preparing to teach.

Such employment experiences must be evaluated during the first semester a student is enrolled in the degree program. Guidelines for documentation and evaluation of employment will be formally established by the occupational education faculty. Competence in the occupational field may be assessed through examinations developed in the appropriate industry or in other education agencies. Occupational experiences are evaluated and course credit awarded according to a pre-determined set of performance criteria.

(2) Directed Occupational Experience Course (OED 300)

Up to 12 semester hours of technical education credit toward the degree may be earned through the Directed Occupational Experience course. The course offers 3 semester hours credit and is repeatable four times.

b. Technical Courses--18 semester hours

Specific courses provide instruction related to the techniques currently used in business and/or health occupations.

The semester hours required by each program are as follows:

- (1) Marketing and Distributive Education--courses in marketing, economics, and management, as specified by Teacher Certification standards for endorsement.
- (2) Health Occupations Education--courses in the health professions, as specified by teacher certification standards for endorsement.

The Master's Degree

A Master of Education degree in Occupational Education had been made available in the Spring of 1983. According to catalogue copy, students entering one of the graduate programs in the division are required to possess an appropriate certificate for public school teaching. Students who do not hold the appropriate certificate must complete all certificate requirements through program planning of their graduate work. It is possible to take program courses and to engage in program experiences at the graduate level which meet both degree and certification requirements. As illustrated on the Master's degree planning sheet found in Appendix C, three of the five courses within the occupational core could be taken and used to meet the vocational educational certification requirements.

A non-school option was also designed in this degree to accommodate the trainers in industry and business who need coursework in teaching techniques, curriculum development, and evaluation of instruction. The "other than public school" client in Health Occupations would be the staff development worker found within hospitals, geriatric centers, etc.

An appealing part of the new advanced degree is the fifteen hour program elective block. It is within this concentration that the student may build a course of study directed toward a new career goal or the enhancement of a current position. Focus areas could be in Guidance and Counseling, Special Education, Administration and Supervision, or one's own health specialty. Contact with representatives in the School of Nursing and The School of Allied Health has indicated the feasibility of such study at the advanced level. This aspect has drawn much interest and discussion to date.

Admission to the Program

Prerequisites for admission to the teacher education program include 1) the desire to teach in the health field, 2) graduation from an approved Health Occupations program and hold appropriate credentials, 3) post-graduate experience in the specific health field, and 4) acceptance at VCU and the School of Education according to admission standards.

The applicant must submit evidence of certification, registration, or current licensure in a health field by the AMA, ADA, State Board of Nurses' registration, or other appropriate professional organizations. Work experience is to be verified by employer statements written on official stationery.

Applicants who are eligible for, but have not yet taken licensure, certification, or registry examinations or graduates of foreign programs may be admitted conditionally. It is possible to obtain the needed work experience concurrently with the taking of coursework. Two years of experience must be completed prior to the awarding of the degree. Additional information regarding process for the above is found in Appendix C.

Transfer from health preparatory programs after graduation at the community college level is encouraged. Coursework during the first two years of study is spread over technical studies, technical related work and general studies. Most transfers would enter as Juniors, work at their chosen occupation while studying part-time for the Bachelor degree and graduate with certification to teach in the public schools of Virginia.

Delivery System

A very efficient and flexible delivery system needed development in order to meet the differing needs of the teacher/students. Two systems evolved; one to meet the needs of the generic students on campus (primarily marketing and business education majors) and the second for the Health Occupations and other service area students. The latter usually matriculate off campus.

System components ranged from the traditional classroom setting in the College of Education to an occasional individualized independent study using selected modules of instruction. The formal instructional program took the form of regular seminars on or off campus and included a variety of practice activities. The focus of instruction was directly on helping teachers achieve the requisite competencies. Seminars are usually to be held weekly off campus for varying amounts of time, but would be held less frequently dependent upon need, travel restrictions, the available resource persons, and independent projects.

The emphasis is to be on exit requirements rather than entrance requirements. Teachers may repeat learning experiences as necessary until they have achieved the prescribed level of mastery. Competencies are sequenced so as to have immediate application to the teachers' concerns especially for the new teacher coming directly from the work setting.

The model places increased responsibilities on the learner. The learner is responsible for achieving the competencies, determining his/her rate of progress, and selecting learning and practice activities that best meet personal needs. The teacher educator resource

person is available as helper, advisory, and counselor during the entire learning/practice process.

Seminars: The Heart of Instruction

It is in the seminar that interaction, enrichment, and practice takes place, making the competency meaningful, and the module come alive.

Seminars may vary in length and be held regularly or not depending upon need. Each teacher educator schedules time either before or after every seminar for conferences and/or individual student discussions.

Seminar time is spent on many varied activities such as group discussion, student presentations, small group work, microteaching, practice, and problem solving. A primary purpose of the seminar is to shed as much light as possible on the competency through additional materials, outside experts, media, personal experiences, insights from students, and questions and problems. Very little time is used for lectures or formal presentations by the teacher educator/resource person. Module Learning activities are done by students outside the seminar, but the activities do serve as a basis for group discussion.

Students are asked to study the module and other materials prior to the seminar. Each week seminar topics are assigned for following seminars, based on the progress of the group. Students can complete the work at their own learning rates. There is a product or performance stipulated for each competency identified. Minimum level of performance is required for completion of the cluster and a rating scale is utilized.

Curricular Materials

Within the request for proposal, there was a specific directive to give major consideration to the use of the Professional Teacher

Education Modules developed by the National Center for Vocational Education at Ohio State University. As the materials were verified, tested and proven instructional modules, it was entirely appropriate to develop the models around the competencies specified. Additional materials were acquired and developed to address the clinical teaching competencies identified in the research done by Fardig and Park at the University of Central Florida.

The modules are self-contained, virtually eliminating the need for a central university library close at hand. This is of particular value when taking courses out in the field. When required, the teacher educator draws from personal libraries to transport or loan reference materials. A great many handouts are ready to support the modules and are kept in a central file on campus.

Additional curricular materials have been acquired, including numerous copies of the most used Ohio State materials published by the American Association for Vocational Instructional materials, (AAVIM) located in Athens, Georgia. The project director had previously developed clinical teaching modules which were copied and stocked. Other modules are being developed for the clinical area also. A number of resources were acquired from the Oklahoma Curriculum Lab, and other commercial sources so that a workable library was in existence. A considerable number of the CBE Curriculum Guide done by Horne for Virginia Tech/Virginia Department of Education were printed for future use. Many references are held by the project director for the Health Occupations and the health care delivery system competencies.

The Clustering of Competencies by Courses

Development of the program of studies began with the organization of identified and verified competencies. For the pre-service degree program, competencies were clustered under existing course titles and descriptions, then sequenced for instruction. It was understood that some individualization would take place to meet certification requirements for Health Occupations teachers. There were no prerequisites courses per se. Advisement of students would take into account the immediate needs of the teacher newly employed or requiring a specialty course such as "Cooperative Education" or "Student Organizations."

There are two courses in HOE clinical teaching techniques and HOE clinical coordination which are proposed. They are specific in content and will meet the unique needs of the Health Occupations teachers. Two other areas have also been identified which would benefit instruction. They are centered around the areas of advanced teaching methods in HOE and meeting the special needs of vocational students. Competencies related to all four distinct areas have been identified. They are included in planned 500 level courses to be proposed for approval, and included as electives within the baccalaureate and master degrees. Because of their appropriateness and specificity, the courses can be used for certification work, non-credit bearing courses, and in-service. Some competencies are appropriate for the new teacher orientation.

A recommended clustering of competencies by course title is reported out in Appendix D. A Health Occupations teacher competency profile with rating scale as tentatively proposed is shown on the following pages.

VCU - OCCUPATIONAL EDUCATION DEGREE

COMPETENCY PROFILE FOR HEALTH OCCUPATIONS TEACHERS

This program is designed for Health Occupations teachers entering the profession without previous education coursework. It prepares teachers for the vocational education and the collegiate professional certificates. In the latter program, demonstrated mastery of certain competencies will be required during the student teaching experience. Entire courses or selected competencies may be chosen upon advisement for in-service, new teacher orientation and continuing education study. They may also be used for recertification purposes.

RATING SCALE:

This HOTEV program is comprised of Competency Clusters, with semester hours of college credit awarded for successful completion of each Cluster. To award appropriate credit and a grade for each Cluster, a rating scale with a description of each value has been developed. Each product or performance within a Cluster is to be assigned quality points as per the Product Rating Scale Description.

To compute a final grade, points assigned for each product or performance completed will be totaled, and the result divided by the number of competencies in the Cluster. The computed value for the Competency Cluster will be assigned a final letter grade according to the following grading scale:

- 3.6 through 4.0 = A
- 2.7 through 3.5 = B
- 2.0 through 2.6 = C

Points

PRODUCT RATING SCALE DESCRIPTION*

- 4 The product or performance is at a level of proficiency such that it could serve as an example or model of excellence for other teachers. Meets all checklist criteria at the EXCELLENT level.
- 3 The product or performance is at a level of proficiency expected of a competent beginning teacher. It is satisfactory, meets all criteria on the checklist, but includes some minor deficiencies.
- 2 The product or performance is at a minimally acceptable level for a beginning teacher. It includes some significant deficiencies of conceptualization or presentation. Meets criteria on the checklist at a minimal level.

*Adapted from University of Central Florida, Orlando.

COMPETENCY PROFILE

OED 301 INTRODUCTION TO OCCUPATIONAL EDUCATION

MODULE	COMPETENCY	RATING
I-1	Keep up to date professionally	_____
I-2	Serve your teaching profession	_____
I-3	Develop an Active Personal Philosophy of Education (Health Occupations)	_____
I-4	Serve the School and Community	_____
A-4	Organize an Occupational Advisory Committee	_____
_____	Demonstrate knowledge of the health care industry	_____
Electives (choose two)		
H-1	Develop a Personal Philosophy of Student Voc. Organ.	_____
A-5	Maintain an Occupational Advisory Committee	_____
F-4	Provide information on Educational & Career Opport.	_____
G-7	Conduct an open house	_____
I-5	Obtain a suitable teaching position	_____

OED 302 COORDINATION TECHNIQUES IN OCCUPATIONAL EDUCATION

J-1	Establish guidelines for your coop. voc. program	_____
J-2	Manage the attendance, transfers, termination	_____
J-3	Enroll students in your cooperative program	_____
J-4	Secure training stations for your coop. program	_____
J-5	Place cooperative students on the job	_____
J-6	Develop the training ability of on-th-job instructors	_____
J-7	Coordinate on the job instruction	_____
J-8	Evaluate coop students' on the job performance	_____
J-9	Prepare for students' related instruction	_____
J-10	Supervise an employer/employee appreciation event	_____

COMPETENCY PROFILE

OED 303	OCCUPATIONAL EDUCATION STUDENT ORGANIZATIONS	
MODULE	COMPETENCY	RATING
H-1	Develop a personal philosophy concerning student vocational organizations	_____
H-2	Establish a student vocational organization	_____
H-3	Prepare student vocational organization members for leadership roles	_____
H-4	Assist student vocational organization members in developing and financing annual activities	_____
H-5	Supervise activities of the student vocational organizations	_____
H-6	Guide participation of students in vocational organization events	_____
OED 304	CURRICULUM PLANNING FOR OCCUPATIONAL EDUCATION	
B-1	Determine needs and interests of students	_____
B-2	Develop student performance objectives	_____
B-3	Develop a unit of instruction (LAP)	_____
B-4	Develop a lesson plan (module)	_____
B-5	Select student instructional materials	_____
D-1	Establish student performance criteria	_____
D-2	Assess student performance; knowledge	_____
D-3	Assess student performance: attitudes	_____
D-4	Assess student performance; skills	_____
D-5	Determine student grades	_____

COMPETENCY PROFILE

OED 401 OCCUPATIONAL PROGRAM PLANNING AND MANAGEMENT

MODULE	COMPETENCY	RATING
_____	Develop a yearly plan	_____
E-2	Manage your budgeting and reporting responsibilities	_____
F-2	Gather student data through personal contacts	_____
F-1	Gather student data using formal data collection techniques	_____
A-11	Evaluate your vocational program	_____
D-6	Evaluate your instructional effectiveness	_____
A-10	Conduct a student follow-up study	_____
A-4	Organize an occupational advisory committee	_____

OED 402 LABORATORY MANAGEMENT IN OCCUPATIONAL EDUCATION

E-4	Maintain a filing system	_____
E-5	Provide for student safety	_____
E-7	Assist students in developing self-discipline	_____
E-8	Organize the vocational laboratory	_____
E-9	Manage the vocational laboratory	_____
M-7	Combat problems of student chemical use	_____
Electives: Select two		
E-6	Provide for the first aid needs of students	_____
E-3	Arrange for improvement of your vocational facilities	_____
E-1	Project instructional resource needs	_____
_____	Set up Laboratory demonstrations using specialized HOE laboratory equipment	_____

COMPETENCY PROFILE

OED 406 METHODS OF TEACHING IN OCCUPATIONAL EDUCATION		
MODULE	COMPETENCY	RATING
C-7	Direct Student laboratory experience	_____
C-10	Introduce a lesson	_____
C-11	Summarize a lesson	_____
C-12	Employ oral questioning techniques	_____
C-13	Employ reinforcement techniques	_____
C-16	Demonstrate a manipulative skill	_____
C-17	Demonstrate a concept/principle	_____
Electives: Select two		
C-1	Direct field trips	_____
C-6	Guide student study	_____
C-8	Direct students in applying problem-solving tech.	_____
F-5	Assist students in applying for employment/education	_____
_____	Utilize motivational techniques	_____

EDU 407 EDUCATIONAL MEDIA: UTILIZATION

All undergraduate degree students must take AV course in professional block

Covers competencies:

Prepare teacher-made instructional materials
 Present information with televised and videotaped materials
 Present information with filmstrips and slides
 Present information with audio recordings
 Present information with films
 Present information with overhead and opaque materials
 Present information with models, real object and flannel boards
 Prepare bulleting boards and exhibits
 Present information with the chalkboard and flip charts

COMPETENCY PROFILE

OED 500? CLINICAL TEACHING TECHNIQUES FOR HOE (PROPOSED COURSE)

MODULE	COMPETENCY	RATING
UCF 7	Prepare to Assume the Role and Function of a clinical instructor	_____
UCF 8	Prepare students for the clinical experience	_____
UCF 9	Plan instruction for clinical study	_____
_____	Plan learning experiences for clinical service	_____
UCF 10	Assess student performance: Clinical	_____
_____	Assist in solving student problems in clinical setting	_____
_____	Evaluate effectiveness of the clinical phase of program	_____
_____	Lead student through health care procedures	_____
OED 5—?	CLINICAL COORDINATION IN HOE (PROPOSED COURSE)	
_____	Establish guidelines and resources for clinical experience	_____
_____	Select students for health occupations programs	_____
_____	Develop clinical schedules	_____
_____	Manage contractual and risk management programs	_____
_____	Manage clinical situations/routines	_____

COMPETENCY PROFILES

OED 5?? SPECIAL NEEDS OF VOCATIONAL STUDENTS (PROPOSED COURSE)

MODULE	COMPETENCY	RATING
L-1	Prepare yourself to serve exceptional students	_____
L-2	Identify and diagnose exceptional students	_____
UCF 3	Assist student in developing technical reading skills	_____
L-9	Improve students' communication skills	_____
L-3	Plan instruction for exceptional students	_____
L-14	Prepare students for employability	_____
Electives: Select two		
L-5	Modify the learning environment for except. students	_____
L-4	Provide appropriate instructional materials for exceptional students	_____
L-7	Select instructional techniques for exceptional students	_____
L-10	Assess the progress of exceptional students	_____
L-6	Promote peer acceptance of exceptional students	_____

OED 5?? ADVANCED METHODS OF TEACHING IN HOE (PROPOSED COURSE)

C-2	Conduct group discussions, panel discussions etc.	_____
C-14	Provide instruction for slower & more capable studs.	_____
C-15	Present an illustrated talk	_____
C-18	Individualize instruction	_____
C-20	Use subject matter experts to present information	_____
Electives: Select three		
_____	Utilize group dynamics techniques	_____
C-3	Employ brainstorming, buzz group techniques	_____
C-4	Direct student in instructing other students	_____

MODULE	COMPETENCY	RATING
(OED 5?? ADVANCED METHODS, CONT.)		
C-5	Employ simulation techniques	_____
C-9	Employ the project method	_____
C-19	Employ team teaching approach	_____

Recordkeeping and Grading

The competency profile as detailed earlier can serve as a record of student accomplishment while progressing through the degree program. As a competency is rated, the mastery letter is placed in the space to the right. The profile in its entirety is made available to each student upon entry into the program and serves as a comprehensive recording tool.

In order to give additional structure to the instructional program, a "Progress Record Form" is used for each course. The Progress Record lists the required (and elective if necessary) competencies to be achieved. The product or performance the student must complete in order to demonstrate acceptable proficiency in each competency is also given. The form has spaces for the module used, the date the work was completed, the rating given and the evaluator's signature.

A copy of the progress record is kept by both student and teacher educator. Use of the form tells the student ahead of time just what is expected and how each product/performance will be evaluated. All evaluation is criterion referenced. Products/performances are rated by a checklist or rating scale found within each module. Entitled a "Teacher Performance Assessment Form," an example of the rating scale is found in Appendix E. To compute a final grade for semester hour college credit, the ratings are totaled and divided by the number of modules involved. The average is converted to a letter grade using the rating scale described on the competency profile record. Three examples of a student progress record are also located in Appendix E.

Time

To meet the schedules of generic full-time residential students, it is necessary to schedule the full sequence of on-campus courses to span a two-year pattern. This sequence includes the 3 semester hour Junior clinical observation block, the 12 semester hour clinical teaching experience accompanied by a 3 semester hour seminar. The degree seeker is always able to get a desired course or courses each semester. Off-campus, the planning must also accommodate the teacher seeking certification courses as well as those applicable to the degree or personal growth. This need is discussed in detail within the in-service model.

Faculty, Facility, and Funding

The present faculty at VCU is very capable of carrying out the teaching responsibilities required by the current population of students, on and off campus. There is diversity of backgrounds for the three service areas in the degree program. The four service areas for in-service and certification courses are covered by business education, marketing education, health occupations, and trade and industrial staff. All have taught across all vocational service areas and are considered vocational educators rather than specialists in but one field. However, it would be very difficult for other than a health-oriented teacher educator to teach courses such as Clinical Teaching in HOE and Clinical Coordination in HOE. Workshops, seminars, non-credit courses, new teacher orientation, etc., conducted by a Health Occupations teacher educator is unquestionably a benefit to the participants. A Health Occupations teacher educator on the staff is highly recommended. Due to the mixed populations in the core courses, particularly, it is

also recommended that the staff member have a general vocational education background and be familiar with all service areas.

The facilities on campus are in good supply and appropriate. Support services are available for microteaching, library research, and other teaching strategies. Those students on campus will follow the traditional sequences and use the traditional facilities. The in-service model is essentially field-based as is the new teacher orientation model. Learning, practice, and assessment of some competencies will occur in the school in which the teacher is employed. Satellite centers for the weekly seminar sessions have been identified, contacted, and arrangements made for the group seminar to take place. Vocational centers have proven to be a logical meeting place as have community colleges. Media services are available when needed and the centers are within traveling distance of the majority. Attention was given to having at least two facilities available per semester, and a total of 3-4 centers which can be used on a rotating basis.

Funding of the program received a boost by the cooperative spirit demonstrated between the State Department of Education and the School of Education. This resulted in the shared funding and establishment of the Health Occupations teacher educator position at VCU. Another such position is currently being advertised at Virginia Tech. Other positions needed are in the Tidewater and Northern Virginia regions. It is projected that other program expenses would be handled by tuition monies and FTE's generated by student enrollment. State support would continue in the future years to be needed for funding the summer conference where the new teacher orientation program would be conducted.

Regional workshops are another site for inservice offerings and participants will continue to need travel and per diem support from the State HOE Service. Travel funds for teacher educators' visits to schools and meetings are also required.

New approaches to funding continuing education, and inservice activities include participants paying their own travel to take advantage of offerings taken to the regions on a planned basis. There has been a willingness of teachers paying their own way if the staff development activity is relevant, of need, and professionally conducted. Additionally, a few HOE State services have contracted with the universities for specific activities. Others have placed a teacher educator on the state staff, whose responsibility is to deliver all inservice and certification offerings. In any case, each state is unique and the funding plan must be individualized according to resources and staff.

INSERVICE MODEL

Introduction

The inservice model is closely related to the preservice model and serves a similar population. The students usually will be practitioners recruited directly from industry to the classroom setting. They are without teacher preparation coursework, lack pedagogical skills and need assistance in mastering teaching and classroom management techniques. Components of the preservice model serve well those who by definition are in the preservice category but are categorized "inservice" because they are currently employed as teachers. The field-based model has a good "fit" with seminars which are flexible, and can be individualized and personalized.

Geography, Courses and Numbers

Health Occupations teachers must take college credit courses to gain initial certification if they are to teach in the public schools. To assist these teachers, the State Department of Education subsidizes the salaries of the vocational teacher educators at VCU and other institutions so that courses can be delivered to the teachers. There are three problems that must be solved in order to carry out this assignment. First, the consortium area is such that there is considerable distances involved in commuting to and from the areas where courses are to be taught. Second, there are requests by school personnel to provide courses in other locations than the three or four designated locations in our consortium. Third, the actual number of teachers who need certain courses at some of the assigned locations are small. It is difficult to offer courses at these locations and have the 12-15 persons to form a conventional class. There may be 12-15 persons wanting to take courses for certification or degrees, but usually they need different courses.

The competency based mode with seminar hours can solve these problems by offering multiple courses in the satellite locations. Spread throughout our consortium areas, we can offer courses in two of these centers each semester, always going to that center on the same designated weeknight. By scheduling ahead, publicizing the schedule and reappearing at the identified center on the same night each visit, the students can plan on the offerings on the same night for each appearance. It would seem that the important consideration is to have 12-15 or more individuals at any one center to justify the expense of a teacher educator delivering instruction. The wishes of the state department (who

partially funds the instructor's time for just such convenience) would be satisfied also.

Seminar groups of seven to ten students may be formed for each of the two courses offered, allowing the beneficial dialogue and interchange of a small group to take place. The student will complete 7-10 competencies in a three semester hour course. S(he) can expect to spend about 50-60 hours working in modules and about 15-25 hours in seminar sessions. The hour totals seem to be a reasonable definition of three semester hours of undergraduate credit.

Because there is no state requirement for directed field experiences in the actual classroom, demonstration of mastery stops at the simulated experience stage during the seminar. The model is still primarily field-based, however, with learning and practice taking place in the school where the teacher is employed. Application is immediate when the student is gainfully employed already as a classroom instructor.

Model Components

Similar components from the preservice model are the competency profile, the curricular materials, evaluation techniques, and record-keeping system. Identical facility, staff, and delivery methods may be used. The majority are seeking course for certification or recertification purposes. Some will build toward the degree, using the three certification courses as a stepping stone toward the higher credential. To assist in meeting certification schedule, rotation of the certification courses is speeded up so needed competencies are available.

Offerings to meet requests for professional improvement and personal interests are delivered via special workshops and short courses (with or without credit). A strength is that upon request and with advisement, one can select the appropriate competencies in a sufficient number for a regional presentation. One example would be the delivery of a non-credit course (NCC) where one can (with the approval of the school superintendent) select competencies and formulate a tailor made staff development agenda based upon staff needs.

The delivery vehicles are numerous and can be a summer conference, regional meeting, seminar, workshop, in-house continuing education offering or a nursing home staff development/training meeting. However, inservice activities need not be just for groups. On occasion, a long distance, individualized, independent study may be constructed in order to serve an isolated Health Occupations teacher. The inservice model can address a selected offering for a group or an individual by adapting the same materials to a different audience. The true purpose of the model is to make it possible to deliver the right course to a vocational teacher at a time when it is needed and in a place where it matters--the classroom.

THE CONTINUING EDUCATION MODEL

Introduction

The continuing education model was developed after 1) the term was defined, 2) it was determined whose responsibility it was to provide continuing education and 3) what role the School of Education played in providing continuing education to Health Occupations teachers.

Background Information

In simple terms, continuing education refers to that activity which increases and updates skills and knowledge after the initial credentialing is completed. Educators and health practitioners are each expected to maintain and update their professional skills in order to remain current and competent. The Health Occupations teacher/practitioner now has the dual responsibility to increase skills and knowledge in both education and health practice once fully credentialed in both fields.

Traditionally, continuing education has been considered the responsibility of the individual and the appropriate professional organization. For instance, the Allied Health professional organizations unanimously encourage continuing education, but only two require it uniformly as a condition of membership or registration: the American Medical Record Association and the American Dietetic Association. Some professional groups control the delivery of offerings available, while others do not. In some states, continuing education hours have been legislated as a condition for relicensure in a variety of health professions, yet many, such as the Board of Nursing, only monitor the procedures and do not provide continuing education.

Employers and universities have become involved with the process only as an auxiliary agent for both teaching and non-teaching occupations. Educators are pressured by the certification bureaus to meet the regulations, the cries for accountability spur the professionals to perfect their techniques, and the educators feel the need to be current so as to keep up with an ever-changing and complex world. As a result,

the individual, the employer, the professional organization and the university all are involved and all have a role to play in continuing education so that the individual continues to grow and develop professionally.

Each system does its share as a provider according to its own official posture. Employers vary in the degree in which it participates in staff development. The professional organizations support and control, but do not always provide. Institutions of higher education have as a result of this assumed the responsibility of providing continuing education to professionals. The bottom line is that the continuing education content and quantity depend greatly upon the individual need, desire, and purpose. The laws of supply and demand rule the situation.

HOTEP Involvement

At VCU, the Office of Continuing Education in the School of Education, assists in planning and implementing off-campus credit and non-credit courses, conferences, workshops and seminars for educators. Area school divisions and agencies contact the staff to request continuing education and field service assistance. Other schools at the university such as the School of Nursing, and the School of Allied Health, have their own Continuing Education offices and develop offerings relative to their areas of content and expertise. Each has its own purpose, organizational structure, yet work with the other.

With this background of information, and cognizant of the coverage afforded the Health Occupations teacher by the other models, the continuing education model was considered to be a part of the inservice model for all intents and purposes. The services of the Office of Continuing Education in the School of Education will be used when requests dealing with matters relating to upgrading skills of educators are received. Requests related to Health Occupations content such as nursing will be referred to the appropriate school of continuing education within the university. The School of Education's Continuing Education Office will serve as a broker if it seems the best course of action to take, and will work cooperatively with other continuing education offices. The teacher educator will continue to work closely with all parties as an organizer, liaison, facilitator, and presenter as the situation requires.

NEW TEACHER ORIENTATION MODEL

Introduction

An orientation program for a beginning or new Health Occupations teacher is the most intriguing and beneficial innovation to be considered within the entire HOTEV grant. Its potential for effecting great change, teacher growth and success in the classroom is immeasurable. It is a tribute to the leadership in the Health Occupations Education Service of Virginia that this often ignored facet of a HOTEV was included in the overall plan.

Conceptualization

The model was formulated using the basic assumptions, policies and principles conceptualized for all other models. An additional assumption was that teachers should be allowed to demonstrate previously acquired master of a competency and not be required to repeat the exercise. This concept had been assumed previously but not stated. It was also agreed that the early learning experiences should be those that 1) are determined to be those most urgently needed, 2) are immediately applicable, 3) give quick and obvious success and, 4) are of personal concern and interest. See page 47 for a schematic drawing of the model.

Model Components

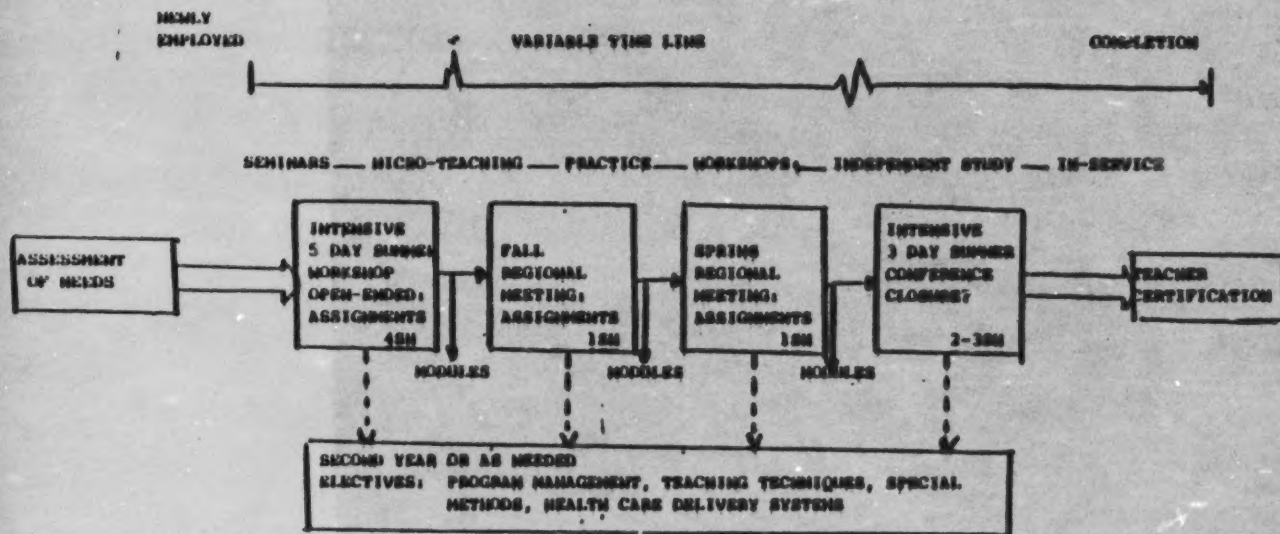
The population served was beginning Health Occupations teachers in the public schools. Conceivably, only those newly hired for the beginning school year would attend. Practically speaking, many teachers are hired during the school year and would not be in "synch" with the schedule. The open entry/open exit CBE approach would be of assistance to this teacher.

In reference to the varying employment dates, it is recommended that a pre-assessment of skills be done. A self-analysis, pre-test type of evaluation would eliminate duplication for the new teacher who conceivably could have been at work for nearly one year. Many skills would have been learned on the job and credit should be given for that without repeating the experience. Testing out the competency would assure credit. A program individualized to fit the current status of the teacher would be of greater benefit. Another recommendation regarding admission to the program is that the orientation be

mandated to some degree. A suggestion that at least three to six semester hours be taken if the new teacher is not exempt by virtue of previous teaching experience, completed coursework and or certification.

The competency identification process had been completed within original research conducted by the project director. The HOTEPA activity had generated a validated and certified pool of competencies specifically for the beginning teacher model. A cluster of "essential" or "survival" competencies which would meet certification requirements by content and semester hours was identified. They are basic, could be personalized by need and almost uniformly, had been designated by survey respondents as being needed early on in the classroom. (The complete table is reported out in Appendix "F" with the competencies used in the new teacher orientation program marked with an asterisk). The total package is equal to nine semester hours work. A sequencing and clustering of competencies is also included in Appendix "F". The number and emphasis would meet the certification requirements within one year of work if all stages of the model are accomplished. The model schematic is depicted on the following page.

This particular time table is encouraged so that the teacher will have the needed skills during the first full year of teaching. Within the literature search, it was written repeatedly that the new teacher needed help early, and that much of the teacher turnover found was related to the unmet needs of the beginner. Attention to this matter in a concentrated period would alleviate the anxieties, afford the opportunity to answer questions and assist the novice in attaining teaching techniques. Even if the new teacher cannot attend the entire program, s(he) could



COMPETENCY-BASED
BEGINNING TEACHER ORIENTATION PROGRAM
HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT

Virginia Commonwealth University
January, 1983

master role induction and the basic survival skills by participating in the first summer conference of five days and the first regional follow-up for three semester hour credits. Participation in the second block of summer conference and formal coursework during the second year would accomodate certification requirements.

Curricular materials used again are the Ohio State Performance-Based Teacher Education modules as well as those developed previously by the project director. The latter also included activities for teacher induction. Recordkeeping devices and evaluation procedures follow those detailed previously. Methods of delivery include seminars, micro-teaching labs, tutorials, practices, workshops, demonstrations, group discussion, correspondence, independent study and classroom. A university setting is recommended for part of the summer conferences in order to facilitate micro-teaching, as are the use of vocational centers for regional follow-up sessions.

Staffing

Staffing for formal instruction within the conferences and regional meets should involve state personnel, university representatives, Health Occupations teacher educator(s), and guest presenters. The Local Educational Agencies (LEA's) must be involved, particularly, as they are the sources for the field resource persons who have an important role to play in the on-going year long activities. The latter group works with the University Advisor who ultimately is responsible for the quality of the field experience and the final assessment and grading of the teacher.

According to the process as it was originated within the pilot PBTE project at the University of Central Florida, Orlando, the role of the university manager is to identify field resource persons and train them, serve as liaison between university and LEA's, and coordinate the process.

Field Resource Persons

One person from each county/service area is recruited and trained as an in-school person. They may be administrators, supervisors or master teachers, but all must participate in a training session which will familiarize them with CBE concepts, and the materials to be used. It is an advantage if the responsibility is considered part of their yearly assignment so that adequate time is available for the resource person to help the new teacher. This often means that the person selected is above the classroom teacher ranks. There have been instances where the university has awarded tuition waivers to the persons as an incentive.

The responsibilities of the Field Resource Person during the in-school activities are to work with the University Learning Manager, help the teacher secure equipment and materials, and act as consultant to the new teacher on completion of modules by reviewing materials and give feedback. Other assistance given includes arranging for observations, help select elective competencies, assess teacher performance during the final experiences, using the TPAF provided by the teacher. Feedback must be given to the teacher and the reports of the assessment is then given to the University Learning Manager. Due to the demands of the responsibility, it is vital that a competent teacher/administrator is chosen and one who is familiar with CBE and the curricular materials.

The Field Resource Persons are cooperatively identified by the school districts and the university, and then trained in the assessment process, particularly. The focus is on evaluation of specific teaching skills rather than the professional and personal behaviors of the teacher in the school setting.

Funding

Support dollars will be needed to fund conferences, especially the teacher attendance. New teachers will be responsible for tuition fees and their travel to regional meetings (as they would be for any regular class meetings.) Travel dollars will be needed to cover expenses by the teacher educators when visiting the schools and conducting regional meetings.

Monies for curricular materials will primarily be expended on duplicating handouts, check sheets, rating scales, profiles and course evaluation tools. Modules will be "loaned" and signed out to teachers for return to the teacher educator's library when completed. The option to purchase the materials will be available.

Overall, the project is implementable. A dry run was conducted as a field test during the summer of 1982. It was exceptionally well received. As the Health Occupations programs continue to grow and new teachers are employed to man the new or replace teachers who resign, the need for the new teacher orientation program will continue to be felt. Until the time that Health Occupations teachers will move through a preservice teacher education program like other public school staff, this model will be required.

FIELD-TESTING AND EVALUATION

Throughout the second year of the project, selected parts of each model were field-tested and evaluated. All offerings were delivered off campus, by circumstance rather than by design. Reports of these activities are reported in some detail in Appendix "G". Pertinent evaluation summaries are also included.

Implementation began with a three day new teacher orientation or institute conducted at the HOE August Conference of 1982. It was an abbreviated model and was lacking in regional follow-ups through no faulty of the project planning. The implementation plan proved workable and the competencies and activities were of value. One semester hour credit was made available to the thirty-four new teachers in attendance which could be applied to certification requirements. The 1983 beginning teacher conference will be based upon the project research findings, is five days in length, and has the financial support of a separate inservice grant award. The project model was adapted for 1983.

At the same HOE conference in 1982, a two day Cancer Update workshop at the Medical College of Virginia campus of VCU was presented for twenty-four participants. This was an offering brokered by the Continuing Education Office, School of Education. The instructor of record of Dr. Park, the Health Occupations teacher educator at VCU. A similar Geriatric clinical update was also offered, but only the cancer workshop is reported. One semester hour or continuing education units were available to participants for both workshops.

Recordkeeping and Grading in CBE (sSH) and Curriculum Development (3SH) were taught as preservice and inservice components. Additionally, a sixteen hour non-credit course was given at Henrico County in four 4-hour blocks for the Health Occupations staff.

SUMMARY

The purpose of this two-year project was to develop and begin implementation of a comprehensive Health Occupations teacher education program including preservice, inservice, new teacher orientation and

continuing education components. The models as developed by Virginia Commonwealth University could, as desired, be used to implement programs across the state of Virginia. The competency identification and program development process used here proved to be a good one and transferable to other locations.

This study continually reinforced and drew attention to the critical need for the establishment of Health Occupations teacher education programs at the institutions of higher education in Virginia. The research not only indicated great interest and concern on the part of participants for the proposed programs, but also their need to become more competent in their new profession - teaching.

Admittedly, the HOTEK plan is at an early stage of implementation. However, there is a sense of accomplishment in that a solid foundation has been laid for the future. The communications network between the involved parties of Health Occupations education and service has been established and will be available for future activities. The cooperative spirit which was shown by the Advisory Committee members, the State Department of Education staff, university faculty and health service workers will be of value in further relationships.

The teachers who were a part of the research and field testing responded with positiveness, indication that the content was helpful, relevant and interesting in a way they have not experienced previously. The VCU models proved to be practical, and pertinent. It will be possible to adapt and implement them at other institutions if they so desire.

More needs to be done to assure the success of this program at VCU and at other institutions across the state. Special support is required to provide resources and an environment in which the program can

continue to grow and flourish. The momentum must not be lost.

Certainly the end product is worth it to the Health Occupations teachers of Virginia in their effort to improve vocational instruction in their classrooms.

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APPENDIX A
COPY OF PROPOSAL

Abstract for Funding Agreement
With Vocational Education

TITLE OF PROPOSAL: Development of the Virginia Vocational Health Occupations Teacher Education Program

PROJECT DIRECTOR: Ms. Mary Lou Park

INSTITUTION/AGENCY: Virginia Commonwealth University

LOCATION: Richmond, Virginia

FUNDING PERIOD: July 1, 1982 to May 31, 1983

OBJECTIVES OF THE PROJECT:

1. To perform the various phases of this project in the most effective and efficient way possible by drawing upon the advice of experts in the field of health occupations education, the health professions, and vocational teacher education.
2. Develop a model for a statewide multiagency teacher education network to provide for the preservice, inservice, new teacher orientation, and continuing education needs of health occupations teachers.
3. Initiate implementation of the comprehensive health occupations teacher education model.

PROCEDURES OF IMPLEMENTATION:

1. Develop pre-service, inservice, new teacher orientation, and continuing education model programs to meet the needs identified in the first year of the project.
2. Initiate implementation of selected aspects of the comprehensive health occupations teacher education model.

CONTRIBUTION TO VOCATIONAL EDUCATION:

This project will provide present and future health occupations education teacher with a comprehensive research-based teacher education program including preservice, inservice, new teacher orientation, and continuing education components.

NARRATIVE DESCRIPTION OF THE PROJECT

Introduction

Virginia health occupations teachers have identified teacher education and certification as two critical issues confronting their profession. Currently Virginia has neither a teacher education program specifically designed for health occupations personnel or a teacher certification program designed specifically for health occupations teachers.

With the phenomenal growth of the health field in the last decade many occupations have evolved for which training must be provided. The complexity of the health occupations field has increased dramatically and vocational health occupations education programs have expanded to meet these needs yet the vocational health teacher education programs and practices in the Commonwealth have changed very little.

Teachers in health occupations education funded through vocational education continue to be served by higher education institutions and through other service areas such as business education and trade and industrial education. This arrangement is no longer feasible for it cannot meet the many varied and complex training needs of health occupations personnel.

During the first year of the Health Occupations Teacher the first year of the Health Occupations Teacher Education Project a comprehensive needs assessment of Virginia's health occupations teachers was completed. The second year of the project proposed to design and establish a model statewide, multiagency, coordinated teacher preparation program that will include preservice, inservice, new teacher orientation, and continuing education components.

Goals and Objectives

The overall purpose of this project is to develop and begin implementation of a comprehensive health occupations teacher education program serving all areas of the State of Virginia. The specific goals and objectives of the second year of the project are:

1. To perform the various phases of this project in the most effective and efficient way possible by drawing upon the advice of experts in the field of health occupations education, the health professions, and vocational teacher education by:
 - a. meeting regularly with the HOTEP Advisory Committee to present project plans for consideration, solicit reactions, receive recommendations, and to present progress reports; and
 - b. modifying plans, processes, and procedures based upon the recommendations of the advisory committee.
2. Based upon research completed in the first year of the project proposed or adopted state certification requirements for health occupations teachers, and giving major consideration to the use of the Ohio

Center for Vocational Education PBTE system develop a model for a statewide multiagency teacher education network to provide for the preservice, inservice, new teacher orientation, and continuing education needs of health occupations teachers by:

- a. developing a model preservice education program which is:
 - (1) centrally located,
 - (2) operated through the collaboration of vocational education and health professions worker preparation personnel, and,
 - (3) offers programs for graduate credit, undergraduate credit, and CEU credit as applicable;
 - b. developing a model inservice education program which:
 - (1) is centrally located,
 - (2) has articulated satellite training sites, and,
 - (3) offers programs for graduate credit, undergraduate credit, and CEU credit as applicable;
 - c. developing a model teacher orientation program for beginning first year teachers and teachers new to health occupations education in the State of Virginia;
 - d. developing a model continuing education program plan in which graduate credit, undergraduate credit, and CEU credit are available;
 - e. identifying agencies, educational institutions and resource persons needed to implement and operate on a continuing basis in each of the higher education consortia, the models developed in "a" through "d".
3. Initiate implementation of the comprehensive health occupations teacher education program by:
 - a. implementing one or more selected components of the new teacher orientation model,

- b. implementing one or more selected components of the continuing education model,
- c. implementing one or more components of the inservice education model, and
- d. implementing one or more components of the inservice education model

Project Design

The project director will begin to develop model program plans for preservice, inservice, new teacher orientation, and continuing education of health occupations teachers. This development is not expected to be as rigidly structured as the research phase of the project but will proceed based upon the research results and the recommendations of the Project Advisory Committee. This flexibility will be used to take advantage of the input of the Advisory Committee and is necessitated at the present time by the difficulty of being able to predict which agencies and organizations might wish to participate as part of the multiagency statewide educational network.

The V.C.U. Schools of Education, and Allied Health Professions, Nursing, Dentistry and Medicine may collaborate to develop and administer the preservice, inservice, new teacher orientation, and continuing education programs. Such a collaborative effort has proven very effective in the development and offering of the V.C.U. Health Education degree program. This program is directed by an intrainstitutional advisory committee made up of representatives of the Schools of Education, Nursing

Pharmacy, Community Services, Medicine, Dentistry, and Allied Health Professions. This committee meets regularly to make programmatic and procedural decisions regarding the degree program for the Bachelors Degree in Health Education.

It is projected that the programs developed will be offered at the main V.C.U. campus and also at satellite sites identified through the project. Programs at the satellite sites will probably be operated collaboratively with other agencies such as community colleges, hospitals, etc. It is expected that other universities will also establish similar programs. The credit offered for courses provided in the programs will be adjusted based upon the needs of the student population. Undergraduate credit, graduate credit, and CEU credit programs are usually offered in such programs.

Through collaborative efforts of the V.C.U. Schools of Education, Allied Health Professions, Nursing, Dentistry and Medicine, and other outside agencies, one or more courses of each of the model components will be implemented and evaluated prior to completion of the project.

Target Population

The target population to be directly benefitted by this project is the population of teachers providing health occupations training in Virginia. This includes both degree and non-degree health care workers. Each, however, holds a license, certificate or other bona fide health occupations credential.

Educational institutions which will participate in the project have yet to be identified. These institutions will be selected from the universities, community colleges, hospitals, and other educational agencies within the five health occupations education regions of the State.

Chronological Time Schedule

The following management plan will be implemented to meet the stated project goals and objectives.

July 1, 1982 to May 15, 1983

Advisory Committee

- a. meet regularly and as needed with the Project Advisory Committee

Model Developing and Field Test Phase

- a. develop a new teacher orientation model
- b. field test the new teacher orientation model
- c. continue consultation with Project Advisory Committee selected faculty of the Schools of Education, Allied Health Professions, Nursing, Dentistry and Medicine; and personnel from various educational and health care agencies in the State in the development of pre-service, inservice, and continuing education models
- d. identify the educational content (competencies) of the preservice, and inservice components of the overall health occupations teacher education model based on research recommendations and consultations
- e. identify the educational content (competencies) of the continuing education component of the overall health occupations teacher education model based on research recommendations and consultations
- f. consult with the Project Advisory Committee; selected faculty of the Schools of Education, Allied Health Professions, Nursing, Dentistry and Medicine; and

personnel from various educational and health care agencies in the State for evaluation of the educational content (competencies) proposed for the preservice, inservice, and continuing education components of the comprehensive health occupations teacher education model

- g. revise the education content (competencies) proposed and receive approval from the Project Advisory Committee; selected faculty of the Schools of Education, Allied Health Professions, Nursing, Dentistry and Medicine; and personnel from various educational and health care
- h. based upon previous consultations and research recommendations, identify the staffing and facilities needed for implementation of the comprehensive health occupations teacher education model
- i. consult with the Project Advisory Committee; selected faculty of the Schools of Education, Allied Health Professions, Nursing, Dentistry and Medicine; and personnel from various educational and health care agencies in the State to approve the staffing and facilities recommendations and identify agencies and personnel which potentially could complete the model as parts of the statewide multiagency delivery system
- j. identify agencies and personnel who will cooperate in field testing selected aspects of the preservice, inservice, and continuing education components of the model
- k. selected aspects of the preservice, inservice, and continuing education components of the model will be field tested
- l. report the approved model and results of the field tests of the selected components of the model
- m. complete final report

EVALUATION

The project will be evaluated formatively on a continuing basis. The Project Advisory Committee will be apprised of the progress on every step of the project and will be given the opportunity to make recommendations for revision and change in

each of the many steps proposed. Regular meetings will be held with the Committee and many special meetings will be called as needed to receive recommendations and approval of reports and planned procedures. In addition, faculty of the V.C.U. Schools of Education, Allied Health Professions, Nursing, Dentistry and Medicine, and personnel from other educational institutions and health care facilities throughout the state will frequently be called upon for input, advice and/or approval.

DISSEMINATION

The proposed model and field tests results will be disseminated to the Virginia Vocational Education Research Coordination Unit and those agencies and personnel identified by the Supervisor of Health Occupations and the Project Advisory Committee. It is not anticipated that these reports will be widely disseminated.

CONTRIBUTION TO VOCATIONAL EDUCATION

Although the target group of this project is the present and potential health occupations education teacher it is the health occupations student who will benefit the most. This benefit will be a result of the increased effectiveness of the health occupa-

tions teacher educated through well-researched, well-conceived, and well-articulated vocational health occupations teacher education programs.

The project will develop programs to provide both the preservice and inservice health occupations education teacher with competencies in the four HEO competency areas--instruction, program planning and evaluation, health care industry, and health care worker competence. New teacher orientation programs will be initiated and a well articulated continuing education program for HOE personnel will be also developed. These programs will provide certified teachers well prepared to perform each of the functions of the health occupations education teacher and will provide a means for these the teachers to continually improve their skills and stay abreast of the latest innovations in health occupations education.

PERSONNEL QUALIFICATIONS FOR PROJECT STAFF AND CONSULTANTS

Ms. Mary Lou Park is a credentialed health care worker who has secondary health occupations experience and meets all the qualifications set forth in the original position announcement.

Dr. Brian C. Jacobs and Dr. John Oehler will serve as Interim Project Co-Directors until August 15, 1982 when Ms. Park returns to V.C.U.

FACILITIES

Virginia Commonwealth University has ample resources to manage the proposed project. Sufficient library holdings, computing facilities, meeting rooms, office space, and printing facilities provide the necessary support to undertake this project. The expertise of the staff, Office of Continuing Education and Field Services will be most valuable in the implementation of the project as will the experience gained from the operation of the most successful intrainstitutional Health Education Advisory Committee. In addition, the specialized services of the Vocational Education Curriculum Center and the multivarious facilities of the Medical College of Virginia provide the opportunity to field test any health occupations program that might be conceived.

APPENDIX B

ADVISORY COMMITTEE MATERIALS

ADVISORY COMMITTEE
HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT
WEDNESDAY, FEBRUARY 9, 1983
10 a.m.--3 p.m.
HOLIDAY INN--SOUTH
CHARLOTTESVILLE

MEETING AGENDA

- 9:30 a.m. Coffee available in meeting room 3
- 10:00 a.m. Welcome, Introductions
Project Update
Review of New Teacher Survey Process and Findings
- 12:00 p.m. Lunch in Dining Room
- 1:00 p.m. Program Model Development
Assumptions
Competency Clustering
Delivery Strategies
- 3:00 p.m. Adjournment



ACADEMIC CAMPUS SCHOOLS

Arts and Sciences

Business

Community Services

Education

Health

MEDICAL COLLEGE OF VIRGINIA

SCHOOLS

Health Professions

Life Sciences

Library

Physical

Planning

armacy

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VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284

Dear Committee Member:

Enclosed are advance reading materials which relate to the topics we will be discussing at the HOTEV advisory council meeting on February 9. In sequence they are:

1. Health Occupations teacher certification regs.
2. A complete copy of the beginning teacher survey conducted in the fall. (omitted -6-24-83 msp)
3. Findings from survey including demographic data, and the first forty competencies as ranked by teachers and administrators by time needed and importance.
4. General information regarding an acceptable definition of Continuing Education.
5. Comments by Dr. Glen Fardig, Consultant to HOTEV, and written after our meeting in December.

The background information will help our meeting move right along. If nothing else, they will also provide additional reading on one of these cold winter days or nights.

I am looking forward to meeting with you.

Sincerely,

Mary Lou Park

Mary Lou Park, R.N.
Project Director

January 17, 1983

enclosures

Vocational Education (Health Occupations Education)

71

- A. Content—the teacher education program shall include studies and provide experiences which develop the competence of health occupations vocational teachers in the following three (3) general areas:

Area I—Teaching Methods

1. Instructional planning—determining the needs and interests of students;
2. Organizing instruction—preparing teacher-made instructional materials for clinical laboratory experience;
3. Instructional execution—using techniques for simulating patient care and demonstrating manipulative skills;
4. Instructional evaluation—determining grades for students in classroom and clinical settings.

Area II—Occupational Program Management

1. Planning—organizing an occupational advisory committee and establishing guidelines for a cooperative health occupations program;
2. Curriculum development—keeping current in content and patient care practices;
3. Evaluation—conducting a student follow-up study.

Area III—Introduction to the Health Care Industry

1. Credentialing of health workers;
2. financing and delivery of health care—demonstrating knowledge of the health care industry.

B. Endorsement Requirements

1. Applicants seeking endorsement in Health Occupations Education shall be experienced as either licensed/or certified/or registered health care workers (by appropriate state and/or national health regulatory agencies) and shall present course work as follows:
 - a. 6 semester hours in Health Occupations;
 - b. 1 semester hour in principles and practices of Vocational Health Occupations;

- c. 1 semester hour of the Health Care endorsement.
- 2. Requirements for endorsement may be met in either of two ways. The applicant shall:
 - a. complete an approved vocational education program designed to prepare health occupations personnel

AND

hold or be eligible for a Collegiate Professional Certificate;

-OR-

- b. hold or be eligible for a Vocational Education Certificate (as described in Part II) to teach health occupations education subjects

AND

gain competence in the three basic content areas, outlined above, within the first five-year period.

RELATIVE RANKING OF COMPETENCIES BY TIME NEEDED
AS DETERMINED BY TEACHERS AND ADMINISTRATORS

73

Competencies	Rank and Mean - Teachers		Rank and Mean - Admin.	
Develop a lesson plan	1	1.0	3	1.1
Develop a unit of instruction	2	1.1	4	1.2
Provide for student safety	3	1.1	2	1.0
Introduce a lesson	4	1.2	1	1.0
Summarize a lesson	5	1.25	9	1.5
Employ reinforcement techniques	6	1.2	10	1.5
Develop a course of study	7	1.48	15	1.7
Utilize motivational techniques in the classroom and laboratory	8	1.4	21	1.8
Select student instructional materials	9	1.5	18	1.8
Prepare to assume the role and function of a clinical instructor	10	1.5	44	2.2
Establish student performance criteria	11	1.5	8	1.4
Present information with chalkboard and flipchart	12	1.5	41	2.2
Assist student in developing self discipline	13	1.58	12	1.5
Demonstrate a concept/principle	14	1.6	14	1.7
Provide for the first aid needs of students	15	1.66	59	2.4
Establish program guidelines based on federal and state statutes as re- lated to health occupations	16	1.6	24	1.8
Employ oral questioning techniques	17	1.6	6	1.35
Assess student knowledge	18	1.7	33	2.0
Determine needs and interests of students	19	1.7	45	2.28
Apply health agency standards, policies and procedures	20	1.7	7	1.4

RELATIVE RANKING OF COMPETENCIES BY TIME NEEDED
AS DETERMINED BY TEACHERS AND ADMINISTRATORS

74

Competencies	Rank and Mean - Teachers		Rank and Mean - Admin.	
Develop student performance objectives	21	1.7	19	1.8
Prepare students for clinical experien.	22	1.7	69	1.6
Develop program goals & objectives	23	1.76	26	1.9
Apply program accreditation standards	24	1.7	25	1.9
Keep up-to-date professionally	25	1.7	60	2.4
Plan learning exp. for clinical service	26	1.7	83	2.7
Assess student attitudes	27	1.7	22	1.8
Manage the laboratory	28	1.8	30	2.0
Maintain a safety and security system for controlling use of drugs and hazardous equipment	29	1.8	13	1.6
Maintain specialized program and student recordkeeping systems	30	1.8	78	2.6
Use conferences to help meet students needs	31	1.8	51	2.3
Present an illustrated talk	32	1.8	27	1.9
Talk student though a health care procedure	33	1.87	42	2.2
Assess student skills	34	1.8	43	2.2
Organize the laboratory	35	1.8	28	1.9
Direct student laboratory experience	36	1.8	26	1.9
Maintain anecdotal records	37	1.9	23	1.8
Plan instruction for clinical study	38	1.9	64	2.5
Present info with filmstrips & slides	39	1.9	20	1.8
Set up laboratory demonstrations	40	1.9	50	2.3
Manage use of specialized lab equip.	41	1.95	47	2.2
Demonstrate a manipulative skill	42	1.9	16	1.6

POSITION OF RESPONDENTS BY TITLE AND PERCENTAGE

n = 79

75

<u>Position</u>	<u>Number</u>	<u>Percentage</u>
Teacher	53	67.949
Administrator	26	32.051

DISTRIBUTION AND PERCENTAGES OF RESPONDENTS
ON BASIS OF FACILITY WHERE EMPLOYED

n = 79

<u>Facility</u>	<u>Number</u>	<u>Percentage</u>
Area Vocational Center	61	77.216
Middle School	1	1.266
Comprehensive High School	6	7.595
Hospital Based Program	9	11.392
Other (Career Development Centre and Correctional Institution)	2	2.532

DISTRIBUTION AND PERCENTAGES OF RESPONDENTS ON BASIS
OF STATE HEALTH REGION WHERE EMPLOYED

n = 79

<u>Region</u>	<u>Number</u>	<u>Percentage</u>
1 - Charlottesville	13	16.456
2 - Fairfax	9	11.392
3 - Roanoke	11	13.924
4 - Richmond	21	26.582
5 - Norfolk	25	31.646

TEACHING RESPONSIBILITY WITHIN POSITION BY LOCATION

76

n = 53

<u>Location</u>	<u>Number</u>	<u>Percentage</u>
In classroom only	7	13.208
In clinical only	4	7.547
Combination of both of the above	42	79.245

LOCATION WHERE ADMINISTRATORS CONDUCT
PERFORMANCE EVALUATION OF TEACHERS

n = 29*

<u>Location</u>	<u>Number</u>	<u>Percentage</u>
In classroom	7	24.138
In clinical	1	3.448
In both of the above	18	62.069
In none of the above	3	10.345

* Three serve in dual role as teacher/administrators
and do teacher evaluations as well as teach

TEACHING STATUS

n = 53

<u>Status</u>	<u>Number</u>	<u>Percentage</u>
Full-time	45	84.906
Part-time	8	15.094

TEACHERS HOLDING A HEALTH OCCUPATIONS TEACHING
POSITION PRIOR TO CURRENT POSITION

n = 53

<u>Teaching Status</u>	<u>Number</u>	<u>Percentage</u>
Yes	16	30.189
No	37	69.811

TEACHERS HAVING TAUGHT BEFORE,
AND IN A PUBLIC SCHOOL

n = 16

<u>In Public School</u>	<u>Number</u>	<u>Percentage</u>
Yes	7	46.667
No	9	53.333

General information regarding "Continued Education."

3-1983

Generally, the term adult education is considered to be synonymous with continued education (Dr. Rosemary Caffarella).

Adult education may be perceived as one means by which society assists adults in gaining the knowledge and coping skills needed to adjust to the various role changes required in adult life.¹

"...the process of adult learning...encompasses practically all experiences of mature men and women by which they acquire knowledge, understanding, skills, attitudes, interests, or values. It is a process that is used by adults for self-development, both alone and with others, and it is used by institutions of all kinds for the growth and development of their employees, members and clients."²

"Professional continuing education is directed to specific audiences for the purposes of bringing new knowledge and/or skills to professionals in a given field and to assist them in remaining current and competent in their practices. For the most part, these offerings originate in professional schools or in response to requests from organizations, agencies and practitioners. Programs range from one-day conferences and two-or three-day seminars to short courses of two to ten weeks duration. Although academic credit is not usually given for professional continuing education, certain programs may award Continuing Education Units (CEU's) or may help to qualify participants for professional society membership or relicensure." (Goal statement, Division of Continuing Studies, VCU)

*****At VCU, 70% of credit-bearing coursework is conducted thru the School of Education's Continuing Ed. and relates to the profession of teaching. If a request comes in for an offering involving content other than education, it is referred to the appropriate school, i.e. nursing - Jewell Calderon, MCV. A majority of offerings through DCS is of a CEU or non-credit nature.

"Continued Education (is) a concern of a variety of allied health subcommittees, task forces, and conferences, all of which have recognized the desirability of providing allied health professionals with opportunities to maintain post-entry level competence in fields characterized by accelerated technological advancements... the relationship between continuing education, the competence of the individual practitioner, and the quality of care delivered to the public has not been established - (but) the feeling is that (it) has a positive effect on the professions and their practitioners."³

¹ Boone, Edgar J., Ronald W. Shearon, Estelle E. White and Associates, Serving Personal and Community Needs Through Adult Education. Jossey-Bass Publisher, San Francisco, 1980, p.2

² Knowles, Malcolm S., The Modern Practice of Adult Education From Pedagogy to Andragogy, Follett Publishing Co., Chicago, 1980, p.25

³ Allied Health Education Directory, 9th Edition, p.9

Selected Health Occupations' Professional Requirements
(In Virginia)

OCCUPATION	STATE	NATIONAL	C.E. HOURS	FREQUENCY OF RENEWAL	CONT'D EDUC. CONDUCTOR
Dental Assistant		Certify (C.D.A.)	12 hrs.	Annually	A.D.A., A.D.A.A. Educ. Inst., A.D.A.A. Journal
Dental Hygienist	License (R.D.H.)		*Some states require--Not Virginia	Annually	A.D.A., N.D.H.A., Educ. Inst.
Dental Laboratory Tech.		Certify (C.D.L.T.)	7 hrs.	Annually	N.D.L.T., Dental Supply Companies and Manufacturers, Educ. Inst.
Emergency Med. Tech	Certify (E.M.T.)		20 hrs.	Bi-Annually	State E.M.S. Lay People, Rescue Squads
Medical Assistant	Certify (C.M.A.) Certify (C.M.A.C.) Certify (C.M.A.A.) Certify (C.M.A.-Ped.)		50 hrs. +20 hrs. +20 hrs. +20 hrs.	5 years 5 years 5 years 5 years	A.A.M.A., A.A.P., A.M.A.
Medical Lab Tech.		Certify/Registration (M.L.T.)			A.S.C.P., A.M.A., A.S.M.T. Educ. Inst.
Nursing	Licensure (L.P.N.) Licensure (R.N.)		*Some States--Not Va.	Bi-Annually Bi-Annually	Private Org. A.N.A., Hospitals A.M.A., NLN Univ. Educ. Inst.
Occupational Therapy		Certify/Registration (O.T.R.)		Annually Annually	A.O.T.A., Hospitals, Educ. Inst.
Physical Therapy	Licensure and Registration			Annually	A.M.A., A.A.N., Hospitals, Educational Inst.
Physician's Asst. (Nurse Practitioner) *Va. does not require certif. Does require licensure. There are varied areas for certifications with exams for each.	License	yes		Bi-Annually	Natl. Bd. of Ped. N.P. cycled at 3 yrs. ----- N.A.C.O.G., N.A.P.-N.A.P., A.N.P., Hospitals Educ. Inst., AMA
Radiologic Tech		Registration (A.A.R.T.) or (R.T.)		Annually	A.H.R.A., A.S.R.T., Hospitals, Educ. Inst.
Respiratory Therapy Tech.		Certify (C.R.T.) Registration (R.R.T.)			State S.R.T., A.A.R.T., A.M.A., Educ. Inst.
Surgical Tech. (O.R.T.)		Certify (C.O.R.T.)	72 hrs. or re-exam	3 years	A.S.T., Hospitals *Their C.E. is obtained by a) visiting ed. programs in other states or through the A.S.T. Journal. There is no local chapter.

March, 1983

SUMMARY REPORT
V. C. U. HEALTH OCCUPATIONS
TEACHER EDUCATION PROGRAM

The performance-based health occupations program projected for Virginia Commonwealth University appears to hold great potential for the improvement of vocational teacher training in Virginia. It meets an urgent and unfilled need for specialized training for the growing number of health occupations teachers in an important area of the state. While the program as now designed is meant to be implemented by V. C. U., its basic principles and methods of delivery can be adopted by other Virginia teacher education institutions. The performance-based teacher education (PBTE) approach that has been established for the V. C. U. model can provide health occupations teachers with the training they need in an efficient and effective manner unmatched by more traditional methods, and must surely meet with widespread acceptance by other institutions if the needs of teachers in rural as well as urban areas are to be adequately addressed.

Performance-based vocational teacher education is functioning with significant success in a growing number of colleges and universities throughout the United States, the installation of such programs however, is often accompanied by a certain reluctance and concern on the part of the teacher educators and administrators involved because PBTE suggests some fundamental changes in philosophy, instructional practices and management procedures. In order to achieve the full potential of the new program, it is important that the staff of the Virginia Commonwealth University Occupational Program fully embrace all the principles of PBTE as designed into the model health occupations program,

and that University administrators devise needed procedural solutions to allow this educational necessity become a functioning reality.

The Beginning Teacher Program

The program for first and second year health occupations teachers can build on its present success by being thoroughly organized and structured to support teachers in this critical period of their professional careers. Its purposes should be to: (1) induct health occupations practitioners into the teaching profession, (2) provide beginning teachers selected essential teaching skills that will enable them to survive the first weeks and months in the classroom, (3) allow teachers to meet initial certification requirements, and (4) provide continuing support and growth opportunities for new health occupations teachers. It is recommended that these purposes be achieved through a balanced program of group activities, micro-teaching experiences, modularized independent study, and (to the extent possible) individual observation and support.

There are two areas of study required by state certification standards that deserve special attention: principles and practices of vocational education, and health care delivery systems. Principles and practices perhaps comes too early in the teacher's professional preparation to be of most value. There is a more serious question about the required study of health care delivery systems. This subject seems inappropriate for a health occupations teacher training program, and it may not be adequately delivered there (most health service practitioners would have had it in their technical training program). Serious consideration should be given to removing this certification requirement.

The Preservice Program

It is in the preservice degree program for health occupations teachers that the benefits of the PBTE model will be most apparent. The program can

be built on teacher competencies identified through needs assessment research, and assessment of the teacher's achievement of each specified competency can be done on the basis of an observed performance or appropriate product. Individualized instructional materials are available to guide and promote learning.

The preservice program should be field based, in the sense that instructional seminars are held in outreach or satellite centers convenient to the teachers in training, and that teachers use their own classes on which to practice the target teaching competencies. At this stage it appears necessary to assess teacher performance at the simulation or micro-teaching level; however, as resources become available efforts should be made to observe at least selected competencies in the actual school situation. All the basic tenets of PBTE can be applied in this program, including self-directed learning, individualized instruction, and criterion-based assessment.

If the preservice program is to be feasible of implementation and is to meet the needs of practicing teachers already on the job in schools, two programmatic problems must be solved: (1) teachers cannot be expected to be involved in the junior year school observation experience (since they are already teaching in the schools the presumed goals of this experience have already been met in any case), and (2) teachers must be permitted to complete the directed field experience, or student teaching, by being observed and assessed on specified teaching competencies in their own classrooms (it is highly unlikely that any practicing teacher will resign his/her teaching position in order to become a traditional student teacher for a semester). Appropriate solutions to these two problems can be readily arranged.

The Inservice Program

The health occupations inservice program should be designed for the utmost flexibility and utility. Individualized courses or special training can be designed around needed competencies. Teachers can take competency clusters for certification, recertification, professional improvement, or personal interest. Instructional delivery can be as in the preservice program, or through special workshops or short courses. The PBTE approach, if efficiently used, allows inservice education to be provided in an effective and accessible way usually not possible in conventional lecture/discussion courses.

Summary

The proposed health occupations teacher education program can be a significant step toward the improvement of occupational education in Virginia. It appears soundly conceived and feasible of implementation. It can deliver the right kind of instruction, at the right place, and at the right time. Correctly managed, its rigor will meet high standards of teacher education, yet it should be eagerly accepted by teachers in training because it meets both their personal and professional needs as health occupation teachers.

Dr. Glen E. Fardig
Research Scholar
University of Central Florida

12/20/82

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT
ADVISORY COMMITTEE MEETING
CHARLOTTESVILLE, VIRGINIA
FEBRUARY 9, 1983
MINUTES

PRESENT: Ben Cullen, Jr. Charles Curry Ned Swartz, Ex-Officio Carol Stickney, Ex-Officio Lucy Wohlford Jennie Seaton David Sawyer Mary Reitz Rosemary Caffarella Mary Lou Park Ann Wrenn, Guest, Greensville Co. Mrs. David Sawyer, Guest, Graduate student	ABSENT: Ellen Boone Helena Gee Bruce James Bob Sullins Don Baker Mildred Mason Lindsey Rettie Tricia Stream
--	--

CALL TO ORDER: By Project Director at 10:10 a.m.

WELCOME/INTRODUCTIONS:

Dr. Rosemary Caffarella, Division Head of Educational Studies, VCU, was introduced. Mrs. Wrenn and Mrs. Sawyer were welcomed as guests at this meeting. Mrs. Wrenn has been awarded the grant for the development of a model in-service program for newly employed Health Occupations secondary teachers.

MINUTES:

Copies of the May 12, 1982 meeting minutes were approved as mailed.

PROJECT ACTIVITIES:

An overview of major project activities for the past six months was given by Park. The activities were as follows:

1. Revision of proposal and budget in reaction to reduction in monies.
2. Completion of new teacher competency identification research and model.
3. Analysis of new HOE certification regulations.
4. Determination of continuing education workable definition for purposes of model development.
5. Formative field implementation of model segments by offering orientation program, pre-service, inservice, and continuing education work. All were suitable for certification credit.
6. Clustering of identified HOE teacher competencies.
7. New degree development at VCU in Occupational Education
8. Resource identification for models and interface aspects between MCV, health agencies, etc., and HOE students.
9. Presenting two reports at the AVA National Conference, St. Louis, Mo., in December on a New Teacher Orientation Program Development Process, and HOTEK Research and Development findings.

NEW TEACHER COMPETENCY SURVEY:

Instrument development and research process was presented by Park. Findings for occupational data were reviewed and discussed. An example of how data could be used to develop program offering was given. Discussion which followed indicated that the findings were on target and of value when combined with professional judgments. There were good correlations between teachers and administrators.

NEW TEACHER ORIENTATION MODEL:

The state of the art of new teacher orientation programs nationally was briefly reviewed. Model conceptualization was presented by Park. The development process was reviewed as a template for all four models.

Each component of the model was presented for discussion with some parts generating more comment and advice than others.

GENERAL COMMENTS AND RECOMMENDATIONS FOR NEW TEACHER MODEL

POPULATION: Recommend pre-assessment process so new teacher with previously acquired skills can test out and not repeat. Response--favorable. Also recommended that attendance be mandated if needed.

COMPETENCY USAGE: Agreed that basic competencies ranked by time needed can be used in development of program. It was agreed that more needs to be done in identifying those particular needs of the isolated one-teacher program instructor.

CERTIFICATION ENDORSEMENTS: generated many comments. Research identifies competencies needed for beginning role induction, principles and practices, and teaching techniques. The endorsement requirement dealing with the health care delivery area specifically needs clarification. It was agreed that those teachers in the programs developing some career awareness needed this skill but may have had it already in their health occupations preparation. Park stated that the material is content-based, it is not a teaching skill and can not be taught in a teacher prep program. Cullen stated it is covered in Allied Health coursework. Stickney was requested to be responsible for clarifying the endorsement statement and its meaning for those providing teacher education, and employing new teachers needing certification. She stated that there is no system for delivering it now from her office, but it is not required until 1984. The regulations do not state this date, however. It was Sawyer's opinion that most HO teachers would have this knowledge already. Park suggested a challenge exam if it was needed by a few teachers. Though previously referred to in a memo from Stickney to Directors as a 1 semester hour course, Sawyer did not interpret the regs as written to mean that a semester hour was the requirement. Caffarella requested that the Department of Education provide official interpretation of Principles and Practices, Health Care Delivery System, etc., as to what needed to be covered and when. Caffarella also requested copies of memos concerning these endorsements alluded to in the discussion. Stickney agreed to take care of this. Sawyer stated that it would have been more helpful if the endorsement were not tied to courses per se, but specific competencies to be achieved within coursework. It was agreed that this clarification was needed, so that model development could move forward.

RECORDKEEPING: recommend development of a teacher orientation competency profile.

EVALUATION: Examples of checklists/rating scales, progress sheets, etc., were presented.

FACILITY: Agreed that university, community colleges, and vocational center classroom facilities should be used and that there was a need for audio-visual capabilities on site to accommodate micro-teaching.

STAFF: Instruction to be delivered by teacher educators, assisted by state supervisor's staff. A resource "buddy" teacher should be a part of the new teacher's support system.

FUNDING: This support will vary annually. Stipend assistance should be provided. Recommended teacher pay all tuition costs.

METHODS OF DELIVERY: Instructors should utilize CBE system and be a CBE role model. Packaging of instruction was discussed in addition to a variety of methods. Independent study coursework received much attention. The group recommended that the concept of independent study be defended as an appropriate delivery system to meet teacher needs and that a management system to handle this be explored.

ASSUMPTIONS FOR MODELS:

Presented by Park and briefly discussed.

COMPETENCY CLUSTERING:

As validated for entire HOTEP program, 124 competencies have been clustered in an example program. Copies were given out. To be discussed next meeting.

NEXT MEETING DATE:

Thursday, April 7, same place and same time.

The productive meeting was adjourned at 3:00 p.m.

Mary Lou Park *MLP*
Project Director

ADVISORY COMMITTEE
HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT
THURSDAY, APRIL 7, 1983
10 a.m.--3 p.m.
HOLIDAY INN-SOUTH
CHARLOTTESVILLE

MEETING AGENDA

- | | |
|------------|--|
| 9:30 a.m. | Coffee available in meeting room 1 |
| 10:00 a.m. | Welcome, Introductions
Project Update |
| 12:00 p.m. | Lunch in Dining Room |
| 1:00 p.m. | Definition of Continuing Education
Consultant Report
Program Model Development |
| 3:00 p.m. | Adjournment |

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT
ADVISORY COMMITTEE MEETING
CHARLOTTESVILLE, VIRGINIA
APRIL 7, 1983

MINUTES

PRESENT: Ben Cullen, Jr.
Ned Swartz, Ex-Officio
Carol Stickney, Ex-Officio
Helena G. e
Lucy Wohlford
Jennie Seaton
Mary Reitz
Lindsay Rettie
Tricia Stream
Mary Lou Park
Ann Wrenn, Guest, Greensville Co.
Maude Goldston, Gest, SED
Mr. Shelly, Guest, UVA

ABSENT: Ellen Boone
Charles Curry
Bruce James
Bob Sullins
David Sawyer
Don Baker
Mildred Baker

CALL TO ORDER: By Project Director at 10:10 a.m.

WELCOME/INTRODUCTIONS: Mrs. Wrenn, Dr. Goldston, and Mr. Shelly were welcomed as guests at this meeting.

MINUTES: Copies of the February 9, 1983 meeting were approved as mailed.

PROJECT UPDATE:

1. New teacher report is completed.
2. 16-hour N.C.C. for HOE teachers in Henrico County was given.
3. Degree development progresses and includes:
 - Completion of master schedule for course offerings
 - Catalogue copy prepared
 - Development of non-school tract
 - Preparing for certification approval of degree
 - Planning sheets for advisement written
 - Approval of up to 30 SH for Technical Education and work experience toward QED degree
 - Brochure for promotion purposes written
 - Recordkeeping system outlined
4. New clinical courses outlined for writing and approval

DISCUSSIONS: Lengthy discussion about course delivery/style in CBE mode.

Brief study presented by director on one-teacher program study completed on data obtained from new teacher research. Findings and recommendations were reviewed.

Ann Wrenn reported on her trip to Ohio National Center for orientation to the PBTE system, and on the task force meeting held for the New Teacher Project. Some 30 competencies obtained from the HOTEK New Teacher Study have been selected to be used in the two-year, 15-quarter-hour certification courses conducted for 30-40 new teachers annually. The project will be under the direction of Dr. Hoerner of Tech.

The undergraduate degree clustering, certification package and new courses were reviewed by Park.

The consultation report prepared by Dr. Glen Fardig of the University of Central Florida was reviewed.

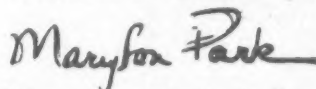
The committee discussed the concept of Continuing Education at length, and developing a model for implementation. Agreement was general that continuing education was the same as inservice. It was determined that either preservice or inservice is utilized to prepare the teacher for credentialing. This could be certification or a degree depending upon goals. Once the teacher reached the desired credentialing, additional study (credit or non-credit) was then considered to be continuing education. It was also agreed that the continuing education model would be concerned with topics related to teaching, with health occupation content to be brokered only if the content matter would be applied to teaching techniques within the offering. The committee was very helpful in solving this question of definition and intent.

Park reviewed the assumptions and principles for the HOTEK models which again generated much related discussion, questions and answers. The Undergraduate and Graduate degrees as planned were looked at very carefully.

At the conclusion of the meeting, gratitude for the work of the committee was expressed by the Director. There are to be no further meetings of this energetic and supportive group who have been of great value to the HOTEK effort. Individual telephoning will be done by the Director to members as the need arises during the remaining few months of the grant.

The meeting was adjourned at 2:45 p.m.

Respectfully submitted,



Mary Lou Park, R.N.
Project Director, HOTEK

APPENDIX C

PAPERWORK RELATING TO DEGREE DEVELOPMENT



Virginia Commonwealth University

MEMORANDUM

June 7, 1983

TO: Mary Lou Park
Division of Educational Studies

FROM: Gaynelle Whitlock, Assistant Dean *D.W.*
School of Education

SUBJECT: OED Undergraduate Health Occupations Requirements and Regulations

Thank you for your two recent memos regarding the Occupational Education Undergraduate Health Occupations Program. Since you have referred to your particular points regarding the health occupations requirements, I will use the same numbering system to respond.

1. Your assumption is correct regarding the Social Science Requirement. A student may elect to take Sociology or Psychology rather than ECO 203, since secondary education certification with the State of Virginia does not require an Economics course.
2. HED 300 may be replaced with another health education course if the advisor feels that taking HED 300 would be repetitious in the student's program.
3. To meet the math requirement, a student must have an entry level math course, i.e. MAT 101 or MAT 111. In addition to this one semester of basic math, a student may fulfill the math requirement by taking a computer literacy course. This may be an upper or lower level course.
4. A student who has had over one year of teaching experience and is in the school option may submit a petition for waiver of EDU 310, Practicum. Should the Admissions Committee in the School of Education approve the student's waiver another three semester hour course in education would need to be substituted.

5. The plan that you have submitted for awarding Occupational Competency credit seems very workable in many ways. There are several points that I want to discuss with you more fully. I suggest that we schedule a meeting of you and Dr. Rosemary Caffarella at your earliest convenience.

I appreciate the attention you are giving to help us get the Undergraduate Health Occupations Program in place. I know it takes a lot of hard work and many times it seems like it necessitates doing things over and over again. I see light at the end of the tunnel. I hope you do too.

GW:dh

cc: Dr. Rosemary Caffarella, Head, Division of Educational Studies
Dr. Charles P. Ruch, Dean



CASING CAMPUS SCHOOLS

Arts
 and Sciences
 Business
 Community Services
 Education
 Social Work

FEDERAL COLLEGE OF VIRGINIA
 CAMPUS SCHOOLS

Health Professions
 Life Sciences

Library
 Medicine
 Nursing
 Pharmacy

VIRGINIA COMMONWEALTH UNIVERSITY

901 West Franklin Street • Richmond, Virginia 23284

MEMORANDUM

TO: Dr. G. A. Whitlock

FROM: Dr. M. L. Park

DATE: June 16, 1983

SUBJECT: Policy Recommendations for Awarding Credit to Health Occupations Entering the Occupational Education Program

In reaction to the comments generated June 15th in a conference with you and Dr. Caffarella:

The following plan is transmitted regarding the granting of credit on the basis of state/national licensure/accreditation and work experience to H.O. students seeking a baccalaureate degree in occupational education.

Health Occupations:

1. The basic principles listed below are recommended as a means to evaluate student records from "recognized" schools in the Health Occupations areas.

Principle one--For the teaching specialization, students must have a current valid license and/or accreditation and two years of practical experience in the specific Health Occupations. The work experience must be verified by employers written on official (letterhead) stationary. Thirty semester hours (maximum) will be granted and no other credit from the technical area may be allowed.

Principle two--Students who have graduated from health occupations programs and have taken academic courses at other colleges/universities are to submit transcripts to be evaluated to transfer credit. The general conversion rate will be carried out according to university policies.

2. In both Option 1 & 2, no duplication of credit will be allowed, (i.e., the nurse who enters the occupational education program with an A.S. degree and who is awarded the above 30 semester hours would not in addition be allowed to transfer credits in nursing specific courses.).



ACADEMIC CAMPUS SCHOOLS

The Arts

Arts and Sciences

Business

Community Services

Education

Social Work

MEDICAL COLLEGE OF VIRGINIA

CAMPUS SCHOOLS

Allied Health Professions

Basic Sciences

Dentistry

Medicine

Nursing

Pharmacy

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284

MEMORANDUM

TO: Dr. Gaynelle Whitlock
Assistant Dean
School of Education

DATE:

SUBJECT: Occupational Competency Credit

Re: _____ SSN _____

Occupational Area: _____

Attached are copies of the student's credentials to practice and verification of work experience. Under the conditions of the baccalaureate degree in occupational education, these credentials and verifications meet the Specialization requirement for the degree.

It is our recommendation that the student be awarded:

_____ semester hours credit for demonstrated occupational competency

_____ semester hours credit for technical coursework

It is necessary for this notation to be made on the student's transcript.

Approved:

Faculty Advisor

Division Head

attachment

cc: Student File
Student Services

VIRGINIA COMMONWEALTH UNIVERSITY
(UNDERGRADUATE PLANNING SHEET)

School of Occupational Education

Catalog	Advisor
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Department of Educational Studies

General Education Requirements (54 SH) Humanities: (12) Title SH TUES? GRADE CR ENG - 101 3 _____ ENG - 102 3 _____ _____ _____ _____ Social Science: (12) Title SH TUES? GRADE CR PSY - 101 3 _____ SOC - 203/Elect. 3 _____ Amer Hist Elect _____ _____ _____ Laboratory Science & Math: (11) Title SH TUES? GRADE CR SCI 3 _____ LAB _____ MATH _____ Computer course recommended _____ Health & Physical Education: (4) Title SH TUES? GRADE CR P.E. 1 _____ MED 300 3 _____ (or Elective) _____ _____ General Education Electives: (15) Title SH TUES? GRADE CR _____ _____ _____ _____ _____ Transfer Summary: _____ Institution A _____ Institution B _____					Minimum Total 126 SH Professional Education: (65 SH) Title SH SPPS/STN/YR. CR EDU - 300 3 _____ EDU - 301 3 _____ EDU - 310 3 _____ (or Selective) _____ EDU - 490 3 _____ School Option: EDU - 485-486 12 _____ Non School Option: EDU - 487-488 12 _____ Care Courses: Title SH SPPS/STN/YR. CR CED - 301 3 _____ CED - 401 3 _____ CED - 406 3 _____ CED - 304 3 _____ Health Occupations Area: _____ Technical Education: A minimum of 30 S.H. in occupational competency and technical preparation. a. Demonstrated Occupational Competency 1) recent satisfactory employment certified by employer (12). credits _____ b. Technical Coursework 1) completion of approved Health Occupations program and current credentialing appropriate to field (10 SH). credits _____					Education Electives: (9) Title SH SPPS/STN/YR. CR _____ _____ _____ _____ _____ _____ _____ Check list Lower level Total _____ Upper level Total _____ (last 30 hrs at WJ) _____ Total Transfer Credits _____ Evaluator's Initials _____ Date Evaluated _____ Total credits completed at time of evaluation for graduation _____ Credits in progress _____ Certification Specialty: _____ _____ _____				
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VIRGINIA COMMONWEALTH UNIVERSITY
GRADUATE PLANNING SHEET
OCCUPATIONAL EDUCATION - HEALTH OCCUPATIONS

Name _____ SS# _____ Advisor _____

Date Entered Program _____ Technical Credentials _____

GRE Date _____ Scores _____ or MAT Date _____ Score _____

FOUNDATIONS (9)
(one course in each of these areas)

	Course Title	Semester/yr	Grade	Credit
a)	Human Development and Learning _____	_____	_____	_____
b)	Cultural, Historical and Philosophical Foundations of Education _____	_____	_____	_____
c)	Educational Research _____	_____	_____	_____

PROGRAM CORE (15)

	Semester/yr	Grade	Credit
OED 546 CBE Teaching Methods in O.E.	_____	_____	_____
OED 619 Organization and Adm. of O.E.	_____	_____	_____
OED 639 Trends in O.E.	_____	_____	_____
OED 663 Mgmt. of Curriculum Dev. in O.E.	_____	_____	_____
OED 663 Supervision in O.E.	_____	_____	_____

PROGRAM ELECTIVES (15)

Selections must be approved by the student's advisor, and they must support the student's program area or level of occupation education.

Course Title	Semester/yr	Grade	Credit
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Admission _____ Date _____
 Program of Study _____ Date _____
 Admission to Candidacy _____ Date _____
 Comprehensive Examination _____ Date _____
 Application for Graduation _____ Date _____

2-83/MLP

APPENDIX D

CLUSTERING OF COMPETENCIES BY COURSES

COURSE: OED 301 INTRODUCTION TO OCCUPATIONAL EDUCATION

3SH

PROGRAM USAGE: Undergraduate x In-Service x Certification x

DESCRIPTION: An overview of secondary education, occupational education (school and non-school setting) and their relationships. Introduction to the profession of education and its functions of teaching, coordination, occupational guidance, program planning and management, and school-community relations. Overview of occupational services.

Module Competencies and Supporting Competencies-

- I-1 KEEP UP TO DATE PROFESSIONALLY
Identify current trends in teaching and occupational fields. Exchange observations, ideas and innovations with other professionals. Read current professional materials and keep pace with new professional skills
- DEMONSTRATE KNOWLEDGE OF THE HEALTH CARE DELIVERY SYSTEM
- I-2 SERVE YOUR TEACHING PROFESSION
Promote goals of the teaching profession. Support professional organizations. Writing responsibilities.
- I-4 SERVE THE SCHOOL AND COMMUNITY
Assist in school's new teacher orientation. Contribute to community life. Assist in non-instructional and non-vocational school activities.
- A-4 ORGANIZE AN OCCUPATIONAL ADVISORY COMMITTEE
Identify the role and function of the advisory committee. Publicize its establishment, membership and function.
- I-3 DEVELOP AN ACTIVE PERSONAL PHILOSOPHY OF EDUCATION (HEALTH OCCUPATIONS)
Express and maintain a personal professional philosophy consistent with goals of teaching profession.

ELECTIVES: Elect two

- H-1 DEVELOP A PERSONAL PHILOSOPHY OF STUDENT VOCATIONAL ORGANIZATIONS
Promote the establishment of a student vocational chapter
- A-5 MAINTAIN AN OCCUPATION ADVISORY COMMITTEE
Orient advisory committee members to their role. Serve as chapter liaison to committee and administration
- F-4 PROVIDE INFORMATION ON EDUCATIONAL AND CAREER OPPORTUNITIES
Develop constructive working rapport with students. Cooperate with guidance staff. Present information on work, advance education available.
- I-5 OBTAIN A SUITABLE TEACHING POSITION
Determine own professional abilities and limitations. Maintain current professional records. Complete or update a resume.

COURSE: OED 301 (continued)

3SH

PROGRAM USAGE: Undergraduate ____ In-Service ____ Certification ____

DESCRIPTION:

Module Competencies and Supporting Competencies-

G-7 CONDUCT AN OPEN HOUSE
Organize an open house for your program/school. Familiarize
school and community with program activities.

ELECTIVE

COURSE: OED 302 COORDINATION TECHNIQUES IN OCC. ED.

3SH

PROGRAM USAGE: Undergraduate X In-Service X Certification X

DESCRIPTION: The coordination function of the occupational teacher-coordinator, including introduction to cooperative occupational education, selection of training stations and training sponsors, placement of students, development of training agreements and training plans, and evaluation in cooperative occupational education.

Module Competencies and Supporting Competencies-

- J-1 ESTABLISH GUIDELINES FOR YOUR COOPERATIVE VOCATIONAL PROGRAM
Establish criteria for selection, evaluating training station, establish employer's qualification, etc.
- J-2 MANAGE THE ATTENDANCE, TRANSFERS, TERMINATION OF STUDENTS
Control absenteeism, conduct termination procedures
- J-3 ENROLL STUDENTS IN YOUR COOP PROGRAM
Recruit students on basis of selection criteria and data
- J-4 SECURE TRAINING STATIONS FOR YOUR COOP PROGRAM
Match student with training station. Identify on-the-job training stations and assess training capabilities
- J-5 PLACE COOP STUDENTS ON THE JOB
Negotiate student benefits, develop training agreements, arrange student work permits, etc.
- J-6 DEVELOP THE TRAINING ABILITY OF ON-THE-JOB INSTRUCTORS
Develop expertise and attitudes of training personnel on site. Encourage following the training plan. Prepare on the job trainers.
- J-7 COORDINATE ON THE JOB INSTRUCTION
Orient students to job. Insure job safety and supervision. Assess student's daily reports. Problem solve.
- J-8 EVALUATE COOP STUDENTS' ON-THE-JOB PERFORMANCE
Conduct student evaluations with training instructor.
- J-9 PREPARE FOR STUDENTS' RELATED INSTRUCTION
Guide selection of lesson for related instruction.
- J-10 SUPERVISE AN EMPLOYER-EMPLOYEE APPRECIATION EVENT
Sponsor an appreciation event, banquet or ceremony

ELECTIVE

COURSE: OED 303 OCCUPATIONAL EDUCATION STUDENT ORGANIZATIONS 3SHPROGRAM USAGE: Undergraduate X In-Service X Certification X

DESCRIPTION: Analysis of the utilization of the occupational education student organization as a co-curricular learning strategy. Mastery of the competencies needed for effective student organization; includes field experiences. Preparation for managing a student organization chapter as an integral part of occupational education.

<u>Module</u>	<u>Competencies and Supporting Competencies-</u>
H-1	DEVELOP A PERSONAL PHILOSOPHY CONCERNING STUDENT VOCATIONAL ORGANIZATIONS Obtain approval from school administration to establish a chapter
H-2	ESTABLISH A STUDENT VOCATIONAL ORGANIZATION Obtain approval to establish a chapter. Orient students for vocational organization. Obtain support of state department personnel in maintaining the student organization. Affiliate the chapter with state and local groups.
H-3	PREPARE STUDENT VOCATIONAL ORGANIZATION MEMBERS FOR LEADERSHIP ROLES Direct organization activities. Assist students to elect officers. Conduct leadership training sessions. Assist students in advancing within the organization. Send student to district, state, regional, and national meetings.
H-4	ASSIST STUDENT VOCATIONAL ORGANIZATION MEMBERS IN DEVELOPING AND FINANCING ANNUAL ACTIVITIES Assist students in organizing an annual program of work. Assist in organizing fund raising activities. Supervise the development of the annual handbook.
H-5	SUPERVISE ACTIVITIES OF THE STUDENT VOCATIONAL ORGANIZATION Supervise social and educational activities. Assist with publicity. Provide current publications. Supervise scrapbook production. Evaluate the chapter, develop report. Participate in activities outside the local chapter.
H-6	GUIDE PARTICIPATION OF STUDENTS IN VOCATIONAL ORGANIZATION EVENTS Advise student entries in organization contests. Serve as advisor or judge for contest activities.

ELECTIVE**COURSE:** OED 304 CURRICULUM PLANNING FOR OCCUPATIONAL EDUCATION 3SH**PROGRAM USAGE:** Undergraduate X In-Service X Certification X**DESCRIPTION:** Identification of occupational tasks to be taught; study of competency-based teaching and evaluation methods; survey of curriculum materials by program area; experience in writing objectives, learning packages, and evaluation items.

Module Competencies and Supporting Competencies-

- B-1 **DETERMINE NEEDS AND INTEREST OF STUDENTS**
Demonstrate knowledge of factors affecting program
- B-2 **DEVELOP STUDENT PERFORMANCE OBJECTIVES**
Write, review, and sequence performance objectives
- B-4 **DEVELOP A LESSON PLAN (MODULE)**
Write student performance objectives, learning activities, and evaluation strategy.
- B-3 **DEVELOP A UNIT OF INSTRUCTION (LEARNING ACTIVITY PACKAGE)**
Construct a LAP. Involve student in activity.
Select methods of evaluation and instructional materials.
- B-5 **SELECT STUDENT INSTRUCTIONAL MATERIALS**
Select, text, references, audio-visuals, etc.
Obtain supplies and identify sources of materials.
- D-1 **ESTABLISH STUDENT PERFORMANCE CRITERIA**
Establish standards for occupational performance.
- D-2 **ASSESS STUDENT PERFORMANCE: KNOWLEDGE**
Evaluate validity and reliability of written tests.
Construct cognitive items for written objectives.
- D-3 **ASSESS STUDENT PERFORMANCE: ATTITUDES**
Appraise and interpret student performance evaluations.
Construct assessment measurement tools.
- D-4 **ASSESS STUDENT PERFORMANCE: SKILLS**
Appraise performance in relation to occupational performance.
Devise self-evaluation and student self-evaluation sheets.
Devise check-sheet and rating scales.
- D-5 **DETERMINE STUDENT GRADES**
Formulate grade system for program related to program.
Determine student grades based on criteria.

COURSE: OED 401 OCCUPATIONAL PROGRAM PLANNING AND MANAGEMENT 3SH

PROGRAM USAGE: Undergraduate X In-Service X Certification X

DESCRIPTION: The teacher's role in planning and management of secondary, postsecondary and adult occupational education programs. Collection and analysis of community and student data; development of community relationships and advisory committees; program planning, reporting, and evaluations.

Module Competencies and Supporting Competencies-

- DEVELOP A YEARLY PLAN
 Originate a comprehensive plan coordinating classroom, laboratory and clinical experiences.
- E-2 MANAGE YOUR BUDGETING AND REPORTING RESPONSIBILITIES
 Prepare a program budget including equipment purchase and travel. Prepare purchase orders requests. Manage student fees. Complete data for state education reports and others.
- F-2 GATHER STUDENT DATA THROUGH PERSONAL CONTACTS
 Establish rapport with students and families. Coordinate guidance efforts with faculty and guidance office.
- F-1 GATHER STUDENT DATA USING FORMAL DATA COLLECTION TECHNIQUES
 Assemble background information on student for case study.
- A-11 EVALUATE YOUR VOCATIONAL PROGRAM
 Gather, review, and distribute evaluation study of program to administrators, advisory committee, and Board of Education.
- D-6 EVALUATE YOUR INSTRUCTIONAL EFFECTIVENESS
 Review and evaluate student progress, achievement, student feeling about course and your teaching evaluation to determine effectiveness status. Devise techniques for student evaluation of program.
- A-10 CONDUCT A STUDENT FOLLOW-UP STUDY
 Analyze information on placement, employment, and training of program graduates. Determine reasons for student attrition. Investigate forming an alumni organization.
- A-4 ORGANIZE AN OCCUPATIONAL ADVISORY COMMITTEE
 Identify the role and function of the advisory committee. Publicize its establishment, membership, and function.

ELECTIVE

COURSE: OED 402 LABORATORY MANAGEMENT IN OCCUPATIONAL EDUCATION 3SH

PROGRAM USAGE: Undergraduate X In-Service X Certification X

DESCRIPTION: Prepares teachers for planning, equipping, organizing and managing instruction in an occupational education laboratory. Includes field-based experiences.

Module Competencies and Supporting Competencies-

- E-4 MAINTAIN A FILING SYSTEM
Devise a filing system for reports, instructional materials and student records.

- E-5 PROVIDE FOR STUDENT SAFETY
Deliver safety instruction in compliance with safety laws and regulations

- E-7 ASSIST STUDENTS IN DEVELOPING SELF-DISCIPLINE
Maintain order and school standards regarding student behavior.

- E-8 ORGANIZE THE VOCATIONAL LABORATORY
Provide security storage of equipment and supplies.
Provide adequate space and working conditions as a fascimile of actual working environment.

- E-9 MANAGE THE VOCATIONAL LABORATORY
Set up repair, service, and inventory systems for laboratory.
Manage the use of specialized H.O.E. Lab equipment.
Control physical plan setting for good usage.
Manage a student personnel system.

- M-7 COMBAT PROBLEMS OF STUDENT CHEMICAL USE
Prepare to deal with student use of alcohol and other drugs.
Use prevention techniques.
Use intervention techniques
Use support and follow-up techniques.

ELECTIVES: Select two

- E-6 PROVIDE FOR THE FIRST AID NEEDS OF STUDENTS
Establish procedures for attending to student needs.

- E-3 ARRANGE FOR IMPROVEMENT OF YOUR VOCATIONAL FACILITIES
Arrange for change in facility to update and enlarge.

- E-1 PROJECT INSTRUCTIONAL RESOURCE NEEDS
Prepare list for yearly supply acquisition. Select reference materials and periodicals for library.

- SET UP LABORATORY DEMONSTRATIONS USING SPECIALIZED HOE LABORATORY EQUIPMENT

COURSE: OED 406 METHODS OF TEACHING OCCUPATIONAL EDUCATION 3SH

PROGRAM USAGE: Undergraduate X In-Service X Certification X

DESCRIPTION: Development of competency-based teaching plans from occupational task analysis. Includes demonstration teaching experiences.

Module Competencies and Supporting Competencies-

- C-12 EMPLOY ORAL QUESTIONING TECHNIQUES
In a simulated situation, utilize oral questioning
- C-10 INTRODUCE A LESSON
Demonstrate method of introducing a lesson
- C-11 SUMMARIZE A LESSON
Prepare and delivery a lesson summary
- C-13 EMPLOY REINFORCEMENT TECHNIQUES
Read student verbal and non-verbal cues. Utilize own non-verbal language. Employ reward techniques.
- C-7 DIRECT STUDENT LAB EXPERIENCE
Direct lab experiences, guide student through usage of procedure sheets, job plans, etc.
- C-16 DEMONSTRATE A MANIPULATIVE SKILL
Prepare and demonstrate a manipulative skill lesson.
- C-17 DEMONSTRATE A CONCEPT/PRINCIPLE
Present a concept or principle through a demonstration.
- ELECTIVES: Select two
- C-6 GUIDE STUDENT STUDY
Conduct group and individual student study of textbooks, bulletins, etc. Give assignments. Foster good study habits.
- UTILIZE MOTIVATIONAL TECHNIQUES
Demonstrate awareness of methods of positive motivation.
- F-5 ASSIST STUDENTS IN APPLYING FOR EMPLOYMENT OR EDUCATION
Assist students in self-analysis, job interviews, doing job applications, resumes, and applying for school.
- C-1 DIRECT FIELD TRIPS
Conduct field trips.
- C-8 DIRECT STUDENTS IN APPLYING PROBLEM-SOLVING TECHNIQUES
Direct students in applying problem-solving techniques. Use case-study problems to present information.

ELECTIVE

COURSE: EDU 407 EDUCATIONAL MEDIA: UTILIZATION

3SH

PROGRAM USAGE: Undergraduate x In-Service x Certification

DESCRIPTION: An introduction to the role of educational media and technology in the instructional process. Emphasis is on the systematic design of instruction and the selection, evaluation, and utilization of media. Basic production skills and equipment operation will be developed within a framework of designing appropriate learning activities.

Module Competencies and Supporting Competencies-

All undergraduate degree students must take AV course in professional block

Covers competencies:

- Prepare teacher-made instructional materials
- Present information with televised and videotaped materials
- Present information with filmstrips and slides
- Present information with audio recordings
- Present information with films
- Present information with overhead and opaque materials
- Present information with models, real objects, and flannel boards
- Prepare bulletin boards and exhibits
- Present information with the chalkboard and flip charts.

***Computer Literacy course is strongly recommended:

Suggested are: Topics: EDU 494 Microcomputer as a Learning Tool
Topics: EDU 651 Computer Literacy in Education

ELECTIVE

COURSE: OED 500 CLINICAL TEACHING TECHNIQUES FOR HOE

3SH

(To be proposed)

PROGRAM USAGE: Undergraduate x In-Service x Certification x

DESCRIPTION: Teacher competencies in managing the competency-based clinical experience including planning, guidance, presentation, and evaluation of clinical experiences.

Module Competencies and Supporting Competencies-

- UCF 7 PREPARE TO ASSUME THE ROLE AND FUNCTION OF A CLINICAL INSTRUCTOR
Project image appropriate to the professional role, orient self to agency, identify role of clinical staff.
- UCF 8 PREPARE STUDENTS FOR CLINICAL EXPERIENCE
Prepare student for patient contact, Bill of Rights, clinical instruction, student role, team approach.
- UCF 9 PLAN INSTRUCTION FOR CLINICAL STUDY
Develop comprehensive instructional plan that integrates classroom, laboratory and clinical experience. Orient students to clinical facility.
- PLAN LEARNING EXPERIENCES FOR CLINICAL SERVICE
Develop a schedule of learning experiences, arrange and select clinical settings and select patients. Conduct pre- and post-conferences. Maintain a team approach.
- UCF 10 ASSESS STUDENT PERFORMANCE: CLINICAL
Evaluate student clinical performance, maintain anecdotal records, prepare professional communications.
- ASSIST IN SOLVING STUDENT PROBLEMS IN CLINICAL SETTING
Recycle students, develop rapport with students, counsel as needed, develop solutions.
- EVALUATE EFFECTIVENESS OF THE CLINICAL PHASE OF PROGRAM
Construct evaluation of program tools for students, staff and self. Analyze graduate performance reports and test scores as appropriate. Contact employers for feedback.
- LEAD STUDENTS THROUGH HEALTH CARE PROCEDURES
Talk student through a health care procedure, employ practice techniques using students as patients, demonstrate concept and skill simultaneously, employ interviewing techniques in clinical setting.

COURSE: OED 5--- CLINICAL COORDINATION IN HEALTH OCCUPATIONS ED. 3SH
(to be proposed)

PROGRAM USAGE: Undergraduate x In-Service x Certification x
Graduate x

DESCRIPTION: Graduate or Undergraduate course of 3 semester hours designed for Health Occupations managers or managers-to-be. Develops coordination skills in contracts, program planning, recruitment, negotiations, and problem solving in the clinical area.

Module Competencies and Supporting Competencies-

- ESTABLISH GUIDELINES AND RESOURCES FOR CLINICAL EXPERIENCE
Determine available community resources. Work with health-related organizations and regulatory agencies. Establish program guidelines. Develop risk-management guidelines. Manage student problems in clinical. Negotiate clinical policies and procedures with agency.
- SELECT STUDENTS FOR HEALTH OCCUPATIONS PROGRAMS
Apply federal, state, and local regulations.
Establish admission criteria.
Assist students to determine suitability to profession.
- DEVELOP CLINICAL SCHEDULES
Coordinate student rotations.
Cooperate with agency reps and other health programs.
Negotiate clinical space.
- MANAGE CONTRACTUAL AND RISK MANAGEMENT PROGRAMS
Maintain a safety and security system for students.
Negotiate contracts for clinical experience.
- MANAGE CLINICAL SITUATIONS/ROUTINES
Maintain program and student recordkeeping systems.
Develop solutions for clinical training situations, manage field supervision of student learning activities, provide for recycling of student experiences, assist student in maintaining own health.

(To be proposed)

PROGRAM USAGE: Undergraduate x In-Service x Certification x
 Graduate x

DESCRIPTION:

Module Competencies and Supporting Competencies-

- L-1 PREPARE YOURSELF TO SERVE EXCEPTIONAL STUDENTS
 Identify and recognize common characteristics and specific indicators. Read current legislation and literature. Recognize realistic benefits of training.
- L-2 IDENTIFY AND DIAGNOSE EXCEPTIONAL STUDENTS
 Identify assessment tools for teacher use. Review student records. Assess special educational needs.
- UCF 3 ASSIST STUDENTS IN DEVELOPING TECHNICAL READING SKILLS
 Demonstrate knowledge of procedures for teaching reading in the content area. Develop reading exercises.
- L-9 IMPROVE STUDENT'S COMMUNICATION SKILLS
 Accept varying language styles, and introduce technical occupational terms. Role model appropriate communication.
- L-3 PLAN INSTRUCTION FOR EXCEPTIONAL STUDENTS
 Identify jobs and match to student's ability. Identify occupational tasks and modify curricula to meet student's needs. Individualize instruction.
- L-14 PREPARE STUDENTS FOR EMPLOYABILITY
 Update advisory committee of special education students' needs. Gather related employment information. Work with employers regarding job placement. Orient students to the work of work.

ELECTIVES: Select two

- L-5 MODIFY THE LEARNING ENVIRONMENT FOR EXCEPTIONAL STUDENTS
 Duplicate actual job conditions and equipment. Create a non-traditional classroom environment as needed. Determine individual safety measures.
- L-4 PROVIDE APPROPRIATE INSTRUCTIONAL MATERIALS FOR EXCEPTIONAL STUDENTS
 Develop individualized learning packages. Provide bias free, reading materials, multimedia aids and models.
- L-7 SELECT INSTRUCTIONAL TECHNIQUES FOR EXCEPTIONAL STUDENTS
 Pace activities to meet students' needs. Use team approach, role playing, simulation, and remediation techniques. Provide frequent positive support.
- L-10 ASSESS THE PROGRESS OF EXCEPTIONAL STUDENTS
 Devise sets of standards with options. Evaluate students on

PROGRAM USAGE: Undergraduate _____ In-Service _____ Certification _____

DESCRIPTION:

Module Competencies and Supporting Competencies-

L-10 (continued)

achievement of their own goals. Emphasis tests focusing on performance skills.

L-6

PROMOTE PEER ACCEPTANCE OF EXCEPTIONAL STUDENTS

Integrate special students with their peers with a variety of activities. Set an example of acceptance. Encourage formation of formal and informal student support groups.

COURSE: OED 000 ADVANCED METHODS OF TEACHING IN HOE
(To be proposed)

3SH

PROGRAM USAGE: Undergraduate x In-Service x Certification x

DESCRIPTION: Development of teaching skills designed to implement delivery and management of instruction in classroom, laboratory, and clinical settings by the Health Occupations teacher. Requires demonstration of competencies in simulated situations.

Module Competencies and Supporting Competencies-

- C-20 USE SUBJECT MATTER EXPERTS TO PRESENT INFORMATION
Present information with assistance of resource person.
- C-2 CONDUCT GROUP DISCUSSIONS, PANEL DISCUSSIONS AND SYMPOSIUMS
Conduct symposiums, and panel discussions, lead group discussions.
- C-14 PROVIDE INSTRUCTION FOR SLOWER AND MORE CAPABLE LEARNERS
Provide instruction to challenge more capable students and remedial work for slow learners.
- C-18 INDIVIDUALIZE INSTRUCTION
Provide individualized instruction. Evaluate individualized studies.
- F-3 USE CONFERENCES TO HELP MEET STUDENT NEEDS
Maintain open door policy for student consulting with regard to student interest
- C-15 PRESENT AN ILLUSTRATED TALK
Establish frames of reference to enable student understanding of varied points of view. Utilize lectures and analogies.

ELECTIVES: Select three competencies

- UTILIZE GROUP DYNAMICS TECHNIQUES
Increase group cohesiveness in classroom and clinical settings
- C-3 EMPLOY BRAINSTORMING, BUZZ GROUP AND QUESTION BOX TECHNIQUES
Conduct brainstorming sessions, utilize buzz group and question box techniques.
- C-19 EMPLOY TEAM TEACHING APPROACH
Participate in team teaching.
- C-9 EMPLOY THE PROJECT METHOD
Use project method to present information.
- C-5 EMPLOY SIMULATION TECHNIQUES
Direct simulation and role-playing techniques
- C-4 DIRECT STUDENTS IN INSTRUCTING OTHER STUDENTS
Direct student presentations and instruction of others.

APPENDIX E
RECORDKEEPING FORMS

STUDENT PROGRESS RECORD

GED 302 COORDINATION TECHNIQUES IN OCCUPATIONAL EDUCATION

Students' Name _____

Soc. Sec. # _____

Semester _____

COMPETENCY	MOD	PRODUCT OR PERFORMANCE REQUIRED	DATE	POINTS	EVALUATOR
Establish Guidelines for Your Cooperative Program	J-1	1. Written Tentative Criteria for Screening Prospective Student (L.E. II). 2. Written Tentative Criteria for Evaluating Prospective Training Stations (L.E.III)			
Manage the Attendance, Transfers, and Terminations of Cooperative students	J-2	Develop, Revise, or Adapt Coordination Policies Concerning Student Attendance, Transfers, and Terminations (L.E.I)			
Enroll Students in Coop Program	J-3	1. Written Summary of Student Data (L.E. IV) 2. Written Decision Sheet (L.E. IV)			
Secure Training Stations for Cooperative Program	J-4	Tape of Interview of Prospective Employer to Convince Him/Her to Provide a Training Station (L.E.III) (Checklist for L.E.II used for evaluation)			
Place Coop Students on Job	J-5	Revise or Develop a Training Agreement form for a Cooperative Program in your Service Area (L.E.III)			
Develop the Training Ability of On-The-Job Instructors	J-6	Determine How a Teacher-Coordinator Could Develop the Training Ability of an On-The-Job Instructor (L.E.III)			
Coordinate On-the-Job Instruction	J-7	Written Critique of the Performance of a Teacher-Coordinator (L.E. IV)			
Evaluate Coop Students' On-the-Job Performance	J-8	Develop or Adapt Forms to be Used in Evaluating Students' Skills, Attitudes & Characteristics (L.E.III)			
Prepare for Students' Related Instruction	J-9	Written Plan for Your Coop Students' Related Instruction (L.E. III)			
Supervise an Employer-Employee Appreciation Event	J-10	Written Plan for the Supervision of an Employer-Employee Appreciation Event (L.E. III)			
			TOTAL		
			Average		

(Adapted from Univ. of Central Florida)
Virginia Commonwealth University
Occupational Educational Teacher Program

Final Grade _____ Signed: _____

Date: _____

OED 304 CURRICULUM PLANNING FOR OCCUPATIONAL EDUCATION

COMPETENCY	ID	PRODUCT OR PERFORMANCE REQUIRED	DATE	POINTS	EVALUATOR
Determine Needs and Interests of Students	B-1	Determine the Needs and Interests of Students (I.E. IV, Final Experience)			
Develop Student Performance Objectives	B-2	Develop Written Student Performance Objectives in the Cognitive, Psychomotor and Affective Domain (I.E. IV)			
Develop a Unit of Instruction	B-3	Develop a Written Unit of Instruction (I.E. IV)			
Develop a Lesson Plan	B-4	Develop a Written Model Lesson Plan (I.E. IV.)			
Select Student Instructional Materials	B-5	Develop a Written Rational for Selection of Student Instruction Materials (I.E. III, Final Experience,)			
Establish Student Performance Criteria	D-1	Develop written criteria for student Performance			
Assess Student Knowledge in the Classroom	D-2	1. Develop written multiple choice items 2. Develop written matching items 3. Develop written completion items 4. Develop written true-false items 5. Develop written essay items			
Assess Important Student Attitudes	D-3	Construct written evaluation items and devices (I.E. II)			
Assess Student skill in the Shop/Laboratory	D-4	Develop a written performance test (I.E. II)			
Determine Student Grades	D-5	Develop a written plan for determining grades (I.E. III, Final Experience)			
	7		TOTAL		Average

(Adapted from University of Central Florida)
Virginia Commonwealth University
Occupational Educational Teachers Program

STUDENT PROGRESS RECORD

OED 406 METHODS OF TEACHING OCCUPATIONAL EDUCATION

Students' Name _____

Sec. Sec. # _____

Semester _____

COMPETENCY	MOD	PRODUCT OR PERFORMANCE REQUIRED	DATE	POINTS	EVALUATOR
Employ Oral Questioning Techniques	C-12	1. Develop a Series of Oral Questions (I.E. II) 2. Employ Oral Questions During Illustrated Talk (III)			
Introduce a Lesson	C-10	With a Written Lesson Plan, Introduce a Lesson (I.E. II)			
Summarize a Lesson	C-1	With a Written Lesson Plan, Summarize a Lesson (I.E. II)			
Employ Reinforcement Techniques	C-1	With a written lesson plan, employ reinforcement techniques (I.E. III)			
Direct Student Laboratory Experience	C-7	1. Develop a Written Job Sheet (I.E. II) 2. Develop a Written Operation Sheet (I.E. III) 3. Develop a Written Information Sheet (I.E. IV)			
Demonstrate a Manipulative Skill	C-10	With a written lesson plan, demonstrate a manipulative skill in a simulated situation (I.E. II).			
Demonstrate a Concept or Principle	C-1	With a written lesson plan, demonstrate a concept or principle in a simulated situation (I.E. III).			
ELECTIVES: Select two					
Guide student Study	C-6	Present Assignment to Group of Peers (I.E. I, First Optional Activity, p. 22)			
Utilize Motivational Techniques		In a written plan, describe five motivational techniques suitable for your program			
Assist Students in Applying for Employment or Further Education	F-5	Develop a Written Unit of Instruction Designed to Assist Students in Applying for Employment or Further Education (I.E. III)			
Direct Field Trips	C-1	1. Develop a Written Rationale and Plan to Direct an Individual Field Trip (I.E. II), Group Trip (I.E. III)			
Direct Problem-Solving Techniques	C-8	With a written lesson plan, direct students in applying problem-solving techniques (I.E. III)			
			TOTAL		
			Average		

(Adapted from University of Central Florida)
Virginia Commonwealth University
Occupational Educational Teacher Program

Final Grade _____

Signed: _____

Date: _____

TEACHER PERFORMANCE ASSESSMENT FORM

Conduct an Open House (G-7)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
In developing written plans for the open house, the teacher:				
1. explained the need for the event	☐	☐	☐	☐
2. identified the audience or public(s) to be reached	☐	☐	☐	☐
3. defined specific objectives for the event ...	☐	☐	☐	☐
4. described activities to achieve the objectives	☐	☐	☐	☐
5. planned for obtaining approval from the school administration	☐	☐	☐	☐
6. planned for chairpersons and/or committees to handle:				
a. publicity	☐	☐	☐	☐
b. guest reception	☐	☐	☐	☐
c. facilities	☐	☐	☐	☐
d. display/exhibits	☐	☐	☐	☐
e. program	☐	☐	☐	☐
f. entertainment/refreshments	☐	☐	☐	☐
g. cleanup	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, revise your plan accordingly, or check with your resource person if necessary.

CLUSTERING AND SEQUENCING OF REQUIRED AND ELECTIVE COMPETENCIES BY
SESSIONS WITHIN THE MODEL YEAR:

5 Day Summer Conference (Methods of Teaching in HOE - 3SH)

Induction activities to include:

- #12 - Utilize motivational techniques in the classroom & laboratory
- #11 - Assist student in developing self discipline
- #33 - Comply with certification and credentialing standards

Competencies:

- #19 - Develop student performance objectives
- # 1 - Develop a lesson plan (LAP)
- #21 - Demonstrate a manipulative skill to include
 - #2 - Introduce a lesson
 - #5 - Summarize a lesson
 - #8 - Employ oral questioning techniques
 - #27- Present information with chalkboard and flip chart
- #37 - Assess student skills

Assignment Modules for homework and regional meeting in fall:

Competencies:

- #40 - Develop a yearly plan (schedule)
 - #29 - Assess student knowledge: Cognitive (Must have Green text)
 - #14 - Demonstrate a concept/principle to include
 - #6 - Employ reinforcement techniques
 - #70- Present information with overhead or opaque projectors
- (#14, 6, and 25 may be taped & mailed to coordinator, be evaluated by field resource person and or presented live at fall meeting.)

Fall Meeting - Friday evening and Saturday (Curriculum Development 3SH)

- XX #Demonstrate an awareness of competency based education standards
 - 59 # Maintain specialized program and recordkeeping systems
 - 4 #1 - Develop a unit instruction (Laps)
- View micro - lessons, live or on tape for critique and discussion

***** ELECTIVE MODULES: FIVE MODULES ARE TO BE SELECTED TO DO THROUGH
***** THE REMAINING YEAR IN ADDITION TO THE REMAINING REQUIRED MODULES

- ELECT # 9 - Apply health agency standards, policies and procedures
- FIVE #10 - Develop a course of study
- #15 - Prepare students for the clinical experience
- #18 - Establish program guidelines based on federal and state HOE rens.
- #23 - Apply program accreditation standards
- #26 - Prepare to assume the role and function of a clinical instructor
- #28 - Present an illustrated talk
- #41 - Maintain a filing system
- #25 - Present information with filmstrips and slides
- #54 - Assess student clinical performance
- #58 - Conduct pre- and post-conferences in clinical setting

Assignment Module for homework and regional meeting in spring:

- # 7 Establish student performance criteria

Continued on next page

CLUSTERING AND SEQUENCING (cont.)

Spring Meeting - Friday evening and Saturday (Curriculum Development cont.
and Beginnings of Program Management 3 SH)

- #20 - Assess student attitudes
- #3 - Provide for student safety
- #16 - Apply federal state and local education regulations
- #17 - Maintain a safety and security system for controlling use of drugs and hazardous equipment

Assignment of readings for summer conference if desired: Students will continue to work on elective modules with their resource person and university manager.

2nd Summer Conference of three days (Program Management, Continued)

- #13 - Select student instructional materials
- XXX - Principles and Practices - Be aware of the principles and practices of Health Occupations Education
- XXX - Develop an understanding of the health care delivery system

**These three competencies may be combined with other activities during the regular summer conference, however, student must attend the full schedule as planned.

Students who complete the entire one year program will earn 9SH of university credit and will be eligible for their certification.

TABLE 3

TEACHING COMPETENCIES DETERMINED ESSENTIAL FOR VIRGINIA'S
BEGINNING HEALTH OCCUPATIONS TEACHERS BY TIME NEEDED

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
1	** IP	Develop a lesson plan	1.07	1	1.03	3	1.10
2	** EX	Introduce a lesson	1.10	4	1.20	1	1.00
3	** IM	Provide for student safety	1.10	3	1.13	2	1.07
4	** IP	Develop a unit of instruction	1.20	2	1.12	4	1.28
5(5.5)	** EX	Summarize a lesson	1.38	5	1.25	9	1.50
6(5.5)	** EX	Employ reinforcement techniques	1.38	6	1.26	10	1.50
7	** EV	Establish student performance criteria	1.46	11	1.52	8	1.40
8	** EX	Employ oral questioning techniques	1.53	17	1.69	6	1.35

Category Code

PP Program Planning
 IP Instructional Planning
 EX Instructional Execution
 EV Instructional Evaluation
 IM Instructional Management
 GU Guidance
 CR Community Relations
 SO Student Organizations
 PR Professional Role
 SN Special Needs
 CT Clinical Teaching

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
9	** PP	Apply health agency standards, policies and procedures	1.56	20	1.72	7	1.40
10	** PP	Develop a course of study	1.59	7	1.48	15	1.70
11	** IM	Assist student in developing self-discipline	1.61	13	1.58	12	1.60
12	** EX	Utilize motivational techniques in the classroom and laboratory	1.64	8	1.48	21	1.80
13	** IP	Select student instructional materials	1.65	9	1.50	18	1.80
14(14.5)	** EX	Demonstrate a concept/principle	1.66	14	1.63	14	1.66
15(14.5)	** CT	Prepare student for clinical experience	1.66	22	1.73	69	1.60
16	** PP	Apply federal state and local education regulations	1.70	47	2.04	5	1.35
17	** IM	Maintain a safety and security system for controlling use of drugs and hazardous equipment	1.75	29	1.80	13	1.69
18(18.5)	** PP	Establish program guidelines based on federal and state health occupations statutes	1.77	16	1.68	24	1.84
19(18.5)	** IP	Develop student performance objectives	1.77	21	1.73	19	1.80
20	** EV	Assess student attitudes	1.78	27	1.77	22	1.80
21	** EX	Demonstrate a manipulative skill	1.81	42	1.95	16	1.68
22(22.5)	PP	Develop program goals and objectives	1.83	23	1.76	26	1.90

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
23(22.5)	** PP	Apply program accreditation standards	1.83	24	1.76	25	1.90
24	IM	Maintain anecdotal records	1.85	37	1.91	23	1.80
25(25.5)	** EX	Present information with filmstrips and slides	1.86	39	1.92	20	1.80
26(25.5)	** CT	Prepare to assume the role and function of a clinical instructor	1.86	10	1.50	44	2.22
27(27.5)	** EX	Present information with chalkboard and flip chart	1.87	12	1.52	41	2.21
28(27.5)	** EX	Present an illustrated talk	1.87	32	1.84	27	1.90
29(30)	** EV	Assess student knowledge	1.89	18	1.70	33	2.07
30	IM	Direct student laboratory experience	1.89	36	1.88	26	1.90
31(30)	IM	Organize the laboratory	1.89	35	1.88	28	1.90
32	IM	Manage the laboratory	1.90	28	1.80	30	2.00
33(33.5)	** IP	Comply with certification and credentialing standards	2.00	46	2.00	29	2.00
34(33.5)	IP	Determine needs and interests of students	2.00	19	1.70	45	2.28
35	IM	Provide for the first aid needs of students	2.03	15	1.66	59	2.40
36(36.5)	EX	Talk students through a health care procedure	2.04	33	1.87	42	2.21
37(36.5)	** EV	Assess student skills	2.04	34	1.87	43	2.04

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
38	GU	Use conferences to help meet student needs	2.05	31	1.80	51	2.30
39	GU	Assist in solving student problems in clinical setting	2.06	53	2.12	31	2.00
40	** IP	Develop a yearly plan (schedule)	2.07	78	2.34	18	1.80
41	** IM	Maintain a filing system	2.09	49	2.07	36	2.10
42	IM	Keep up-to-date professionally	2.10				
43(43.5)	IM	Set up laboratory demonstrations	2.11	40	1.92	50	2.30
44(43.5)	IM	Manage use of specialized laboratory equipment	2.11	41	1.95	47	2.28
45	IP	Prepare teacher-made instructional materials	2.13	45	1.96	48	2.30
46	EX	Direct students in applying problem-solving techniques	2.14	64	2.21	32	2.07
47(47.5)	EX	Present information with models, real objects and flannel boards	2.16	67	2.25	35	2.10
48(47.5)	CT	*Manage clinical situations and/or routines	2.16	44	1.95	54	2.35
49(49.5)	EX	Guide student study	2.17	55	2.13	40	2.21
50(49.5)	EX	Demonstrate a concept and skill simultaneously	2.17	69	2.27	34	2.07

*Duplicated competency

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
51	EX	Provide instruction for slower and more capable learners	2.18	65	2.22	37	2.14
52	IP	Develop a comprehensive instructional plan that integrates classroom laboratory and clinical experiences	2.19	68	2.26	79	2.11
53	CT	Plan instruction for clinical study	2.20	38	1.91	64	2.50
54(55)	** EV	Assess student clinical performance	2.21	50	2.11	49	2.30
55	GU	Assist students in maintaining their own physical and emotional health	2.21	51	2.11	52	2.30
56(55)	EX	Individualize instruction	2.21	70	2.27	38	2.14
57(58)	EX	Employ practice techniques using students as patients in clinical procedures	2.24	48	2.07	58	2.40
58	** EX	Conduct pre- and post-conferences in clinical setting	2.24	59	2.16	53	2.33
59(58)	** IM	Maintain specialized program and recordkeeping systems	2.24	30	1.80	78	2.69
60	CT	Plan learning experiences for clinical service	2.27	26	1.76	83	2.77
61	EX	Employ simulation techniques	2.28	57	2.16	57	2.40
62(63)	CT	Establish guidelines and resources for clinical experience	2.30	43	1.95	76	2.64
63	IM	Complete reports required by regulatory agencies	2.30	80	2.40	39	2.20

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
64(63)	PP	Determine available community health resources	2.30	61	2.19	56	2.40
65	EV	Determine student grades	2.31	77	2.33	46	2.28
66	EX	Utilize group dynamics techniques	2.32	56	2.15	62	2.50
67	IM	Select students for the Health Occupations program on the basis of established criteria	3.22	73	2.27	55	2.37
68(69)	EX	Present information with audio recordings	2.36	52	2.12	68	2.60
69	CT	Develop clinical schedules	2.36	60	2.16	66	2.55
70(69)	** EX	Present information with overhead and opaque materials	2.36	66	2.23	61	2.50
71	SN	Improve students' communication skills	2.38	54	2.12	74	2.64
72	EX	Employ programmed instruction	2.45	71	2.27	71	2.62
73(73.5)	CT	*Manage clinical situations and/or routines	2.48	62	2.19	84	2.77
74(73.5)	PR	Develop an active personal philosophy of vocational education	2.48	76	2.30	77	2.66
75	SN	Identify exceptional students	2.50	63	2.20	86	2.80
76	EX	Present information with films	2.51	58	2.16	87	2.85
77	EV	Evaluate your instructional effectiveness	2.55	75	2.29	85	2.80

*Duplicated competency

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
78	EX	Prepare bulletin boards and exhibits	2.57	86	2.52	70	2.61
79	CR	Work with members of the community	2.58	85	2.52	75	2.64
80	SN	Prepare yourself to serve exceptional students	2.60	91	2.62	67	2.57
81(82)	EV	Devise techniques for student self-evaluation	2.63	79	2.36	89	2.90
82	SN	Assess the progress of exceptional students	2.63	87	2.54	82	2.71
83(82)	SO	Establish a HOSA chapter	2.63	99	2.76	63	2.50
84(84.5)	SN	Plan instruction for exceptional students	2.64	72	2.27	97	3.00
85(84.5)	EV	Devise techniques for student evaluation of lessons and the program	2.64	92	2.63	72	2.64
86	GU	Assist student to determine their suitability to the profession	2.65	74	2.29	95	3.00
87(87.5)	CR	Be aware of health-related professional organizations and regulatory agencies	2.66	83	2.47	88	2.85
88(87.5)	SN	Modify learning environment for exceptional students	2.66	100	2.77	62	2.53
89(89.5)	SO	Assist HOSA members in developing and financing a yearly program of activities	2.71	101	2.77	73	2.64
90(89.5)	GU	Gather student data through personal contacts	2.71	81	2.42	94	3.00
91	SN	Provide appropriate instructional materials for exceptional students	2.76	103	2.80	81	2.71

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
92(92.5)	EX	Employ brainstorming, buzz groups and panel discussions	2.78	88	2.56	91	3.00
93(92.5)	SN	Select instructional techniques for exceptional students	2.78	82	2.43	100	3.14
94	IM	Project instructional resource needs	2.81	84	2.50	99	3.11
95	SO	Develop a personal philosophy concerning student vocational organizations	2.82	94	2.64	96	3.00
96	EX	Conduct group discussions, panel discussions and symposiums	2.83	95	2.65	90	3.00
97	CR	Serve the school and community	2.87	90	2.60	103	3.14
98	IM	Manage your budgeting and managing responsibility	2.88	112	3.04	80	2.71
99(99.5)	CR	Work with state and local educators	2.91	97	2.72	98	3.10
100(99.5)	EX	Employ the project method	2.91	104	2.81	92	3.00
101	GU	Provide information on educational and career opportunities	2.92	93	2.63	106	3.21
102(102.5)	PR	Serve your teaching profession	2.94	98	2.73	102	3.14
103(102.5)	EX	Use subject matter experts to present information	2.94	106	2.88	93	3.00
104	SN	Prepare students for employability	2.95	96	2.69	105	3.20
105	EX	Present information with televised and videotaped materials	3.00	105	2.85	101	3.14

TABLE 3 (continued)

Rank Order	Category	Competency Item	Grand Mean	Teacher Rank	Teacher Mean	Supervisor Rank	Supervisor Mean
106	EX	Employ interviewing techniques in clinical setting	3.05	89	2.60	110	3.50
107	SO	Supervise HOSA activities	3.06	108	2.91	109	3.30
108	SN	Assist exceptional students in developing life-coping needs	3.08	109	2.95	104	3.20
109	EX	Direct students in directing other students	3.12	110	3.00	108	3.23
110	SO	Prepare HOSA members for leadership roles	3.15	102	2.79	111	3.50
111	SO	Guide participation in HOSA contests	3.16	113	3.11	107	3.21
112	EV	Evaluate effectiveness of the clinical phase of the program	3.34	111	3.04	112	3.64
113	CR	Work with members of the community	3.38	107	2.88	115	3.87
114	CR	Obtain feedback about your (vocational) program	3.41	115	3.16	113	3.66
115	EX	Direct field trips	3.47	114	3.15	114	3.80
116	GU	Assist students in applying for employment or further education	3.77	116	3.63	116	3.90
117	EX	Present information with computer	3.88	117	3.75	117	4.00

APPENDIX G

FIELD TESTING AND EVALUATIONS

S.T.: Recordkeeping & Grading Systems in CBE - 3 S.H. Credit

Course Description: EDU 497/597 is designed to assist the vocational teacher in developing guidelines for organizing, implementing and maintaining a system of classroom and individual student progress charts and records. Participants will also review and discuss the essential components of CBE grading models and construct a grading system usable in their work setting.

Course Objectives: Prepare participants to

- (1) manage student achievement records, instructional materials and resources.
- (2) file and store recordkeeping materials.
- (3) evaluate students in CBE
- (4) determine student grades
- (5) construct a grading system within school district guidelines
- (6) develop procedures for orienting students to the recordkeeping and evaluation systems.

Course Content: student records; filing and retrieval systems; student involvement and responsibilities; storage of instructional materials; evaluation process; awarding grades; administration guidelines.

Instructional Materials: Teacher prepared modules

- E-4 Maintain a filing system, Ohio State Series
- D-5 Determine student grades, Ohio State Series

Methods of Evaluation: Student developed products for each module will be assessed using checklists. An additional factor equal to the weight of one module is a professional rating scale used by the instructor. Quality points earned will be averaged and converted to letter grades.

For Graduate credit, students will choose 2 electives - Ohio State modules.

Elective Modules:

- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-6 Evaluate Your Instructional Effectiveness
- A-9 Develop Long Range Program Plans

Instructor: Mary Lou Park, Assistant Professor, School of Education, VCU

Location: Amelia-Nottoway Vocational Center

Time: Thursdays, 4-6:50 pm
First class - September 9, 1982

2

Fall, 1982 Mary Lou Park, VCU
Amelia-Mottoway Vocational Center

STUDENT PROGRESS RECORD

Section: 091EDU 400C- INDEPENDENT STUDY: RECORDKEEPING AND GRADING IN CBE SYSTEMS ☒ ✓
Section: 097EDU 594C- TOPICS: RECORDKEEPING AND GRADING IN CBE SYSTEMS ☒ ✓

Student Name _____ Soc. Sec. # _____ Semester _____

Competency	Learning Guide	PRODUCT OR PERFORMANCE REQUIRED	Date Completed	Grade	Evaluator
Determine Student Grades	D-5	In conjunction with next competency, develop a written plan for determining grades. (L.E. III, Final Experience)			
Evaluate students in CBE	---	Construct a grading system usable in your school setting to include evaluation procedures and policies.			
Maintain A Filing System	E-4	Develop a Written Plan for Filing System (L.E. II)			
Manage the Daily Routines of your CBE Vocational Program	---	(Resource center, Recordkeeping, Storage etc.) Develop recommendations for managing a CBE program.			
Orient Students to Your CBE Prog.	--- (K-6)	Develop a written plan for orienting students to your CBE Vocational Program. (May be in form of a handbook)			
Professionalism	---	Professional rating by seminar professor			

Students elect two competencies from the following list:

Assess Student Performance: Knowledge	D-2	L.E. II, L.E. III, L.E. IV, L.E. V, L.E. VI.			
Assess Student Attitudes	D-3	Construct written evaluation items & devices (L.E. II).			
Assess Student Performance: Skills	D-4	Develop a written performance test (L.E. II).			
Evaluate Your Instructional Effectiveness	D-6	Develop a written plan to evaluate your instructional effectiveness (L.E. III, Final Experience)			

Total 
Average

Virginia Commonwealth University
8/82

Final Grade _____ Instructor _____ Date _____

EVALUATION COMMENTS REGARDING RECORDKEEPING AND GRADING: EDU 497/597

****What was the single most important learning experience for you?**

Grading

To set up my lab in respect to what I've learned and to put it into practice. I've enjoyed being a student in this course.

The homework was demanding and helpful

The grading system

The course was very interesting and helpful

The direction in setting up CBE experiences - as well as the recordkeeping involved

I learned grading and recordkeeping system better

To be able to complete my CBE planning

Grading system for CBE

How to evaluate students effectively using CBE techniques

The most important learning experience for me in this course was that it takes a lot of thought and planning to have a good program.

I think that the course was good. I have a better view of CBE, I think that it should be longer to allow still more detail to be prepared.

I can apply all of the material to my curriculum

It has clarified many questions that I have had about CBE

This course has helped me to tie up parts in my CBE program that

I was having trouble with. My time was well spent in this class

This course was quite helpful in my department and the courses

I teach in my school

It helped me to understand CBE in depth

Other pertinent comments made on the evaluation form were:

---the unique way of presenting the material which was very necessary to this course.

---individualizing and humanizing instruction ---considers student's needs and works accordingly

---speaks in clear terms and is easily understood

---well versed on subject and delivers very effectively

---I have had previous help in setting up a CBE course of instruction but wasn't able to put it together to work in my shop.

Mrs. Park has put me on the road to completing this CBE system

I've really enjoyed this class, not only for the content which was super, but for the observation of teaching techniques and other teaching helps - excellent

The instructor used various methods in explaining the topics

---Received outstanding instruction on the subject matter.

Good teacher, understands needs and helpful

---gave clear, specific directions for task to be completed. She stated the situation, condition and standard of performance in CBE form or terms

December, 1982

EDU 594C, Sec. 092: TOPICAL SEMINAR: HEALTH AND OCCUPATIONAL EDUCATION.
3 SH "CURRICULUM DEVELOPMENT."

Mary Lou Park
Assistant Professor
Vocational/Technical Education

Phone: Office - 257-1332
Home - 353-4032

OFFICE: 4064 Oliver Hall, School of Education V.C.U.

CLASS HOURS: --

Tuesdays 3-6 p.m. at Richmond Technical Center
Others to be arranged.

EVALUATION: -- utilizing the competency-based mode, grade will be based upon process, productivity and professionalism.

TEXTBOOK: -- Any written materials used will be provided by the instructor as needed.

MAJOR GOALS OF THE COURSE

After completing this course, each class member will be able to

- utilize the DACUM (Develop A Curriculum) method of task analysis.
- identify competencies essential to their program of instruction.
- cluster identified competencies into courses of study.
- sequence identified competencies within courses of study.
- construct learning experiences for identified competencies
- establish articulation processes between program phases.
- discuss criterion referenced testing measures for program
- develop a valid competency-based curriculum plan for a specific occupational area/service area.

METHODOLOGY: Instructor-led DACUM Analysis
Presentations within seminars
Large and small group discussions
Work Sessions, large and small group.
Independent study.
Brainstorming

EDU 594C, Sec. 092: TOPICAL SEMINAR: HEALTH AND OCCUPATIONAL EDUCATION,
3 SH "CURRICULUM DEVELOPMENT."

Specific Competencies included in course include:

- Work with concepts of competency-based instruction
- Determine program purposes and goals
- Plan an analysis of practical nursing occupations
- Identify the competencies needed for entry into an occupation
- Describe the occupational standards of performance for occupational tasks
- Write general objectives for the vocational education program
- Organize and refine competency statements
- Conduct a verification process of occupational analysis
- Cluster and sequence competencies of an occupational analysis
- Identify knowledge and attitudes required for each task in program
- Develop learning activity packages for objectives
- Determine rating scale and evaluation strategies

Resources:

- Instructor developed materials and transparencies
- Implementing CBE, Horne, Draft, Virginia, 1981
- Competency task lists examples, LPN programs
- Handouts: A Review of the DACUM Analysis, Park
- Writing Competency Statements, Fardig
- Sequencing and Clustering, Fardig
- The Verification Process, Fardig
- The Rating Scale, Holland College, Virginia
- Organize and Refine Statements Fardig
- Program curricular examples, LPN

MASTER INSERVICE COMPONENT

TITLE: Participation in a Modified DACUM (Develop A Curriculum)
Occupational Analysis of Practical Nursing Programs.

Points to be earned: _____

GENERAL OBJECTIVES: Within EDU 504C092, Curriculum Development, an Inservice Component exists whose general objectives are for Practical Nursing teachers to

1. become oriented to the DACUM process of occupational analysis
2. develop a list of agreed upon competencies for the Practical Nursing graduate.

SPECIFIC OBJECTIVES:

As a result of participating in this workshop, the teacher will be able to

1. analyse the occupational field of practical nursing
2. demonstrate knowledge and skills concerning technological advances in practical nursing education.
3. identify strategies for improving programs.

DESCRIPTION OF ACTIVITIES:

Time will be spent identifying the affective, psychomotor and cognitive skills of the Practical Nursing program which graduates should possess for successful employment in the field. The Modified DACUM chart resulting from the workshop will be used as an instrument for assessing training needs, developing instructional plans, and measuring student achievement.

EVALUATION:

Each participant will complete an evaluation instrument designed for this purpose at the conclusion of the activities.

EVALUATION COMMENTS FOR CURRICULUM DEVELOPMENT COURSE EDU 594C

****What was the single most important learning experience for you?**

Awareness of need for 1) individualize instruction for students, 2) designing curricula to meet those needs, and 3) developing guidelines and means for efficient and thorough documentation of student progress.

The course was provided upon request and was related to need.

It was timely, related to work in progress and each lesson buildt on previous learning

Group working together, good guidance and organization

Humanistic approach, Helpful. Brought lots and lots of resource materials and was very well informed

Curriculum development

Self direction and motivation. The content was excellent

To develop priorities

I am not fond of modules but have learned a great deal from those used in this course. The material is valuable to me.

DACUM experience. The need for the work was vital to our faculty. We needed to identify competencies - she guided us in DACUM - we needed to write objectives, and learning packages - she has started us on them, and given the guidelines. Everything was applicable to the whole faculty need.

Producing a Practical Nursing Competency list. I wanted to learn the material presented so I could do my job better.

Other pertinent comments:

Knowledgable about the subject matter, positive attitude, supportive, leads discussions efficiently, clearly states learning objective prior to instruction.

Was interested in meeting the needs of the faculty and school.

Helped administrator to achieve an objective. Was flexible in time for course. Was consistently helpful to the instructors

It was helpful and will use the materials that were developed in class. Meaningful. No wasted effort on anyones part, all contributed.

---appreciate her ability to guide us to update our school curriculum and to inform us of current approaches to practical nurse education

She is a resourceful person, grades fairly, utilized discussion rather than lecture, expresses concern for all students toward learning.

Treats students as adults (never talks down to them. She uses discussion approach to presenting material. Teaching is a positive approach. She has abiltiy to guide learning of this group even though we were from varied backgrounds,

Guided our group in accomplishing a very specific goal which was essential for our faculty. She is experienced and knowledgable and knows exactly what a faculty in the health occupations field needs for curriculum revision.

We worked on the DACUM process and she was able to pull divergent points of view from different personalities together and helped us as a faculty to produce a competency list.

College Credit: Each participant who wants one semester hour of graduate or undergraduate credit will attend the entire New-Teacher Institute, pay \$32 nonreimbursable tuition by check at the workshop, and complete the following assignment within one week:

1. Write a psychomotor (skill) lesson plan.
2. Write five student objectives for each of these domains: cognitive, psychomotor, affective.
3. Develop a checklist evaluation tool for the above lesson plan.

CEUs: The participant who wants only two Continuing Education Units will attend the entire New-Teacher Institute, beginning Sunday, August 1, and pay a \$4 nonreimbursable processing fee at the registration desk, by check, on Sunday, August 1.

Checks for credit or CEUs should be made payable to "VCU School of Education."

NOTE: The one semester hour of credit for the New-Teacher Institute can be applied to certification. An additional semester hour of credit can be earned by attending the rest of the conference. This hour, too, can be used for certification.

Credit students who do not complete the assignment will receive an F.

Pre-Conference Course for New
HDE TEACHERS

August 1-4, 1982
Holiday Inn (Home of Fanny's)
Richmond, Virginia

NEW-TEACHER INSTITUTE

Institute Begins
Sunday, August 1
at 1:00 p.m.

Sponsored by the
Health Occupations Education Service
Virginia Department of Education
in cooperation with the
VCU School of Education

Directions: See the map on the enclosed Holiday Inn registration form.

Purpose:

This new-teacher orientation represents a commitment by the State Department of Education, Division of Vocational Education Program Services, Health Occupations Education Service, to excellence in teaching. It is intended to help prepare new teachers to assume their role in health occupations education by addressing some of the formal aspects of the teaching/learning process. It is also intended to assist the new teacher in beginning to meet certification requirements.

Overview of the Program

Goals: The new-teacher workshop will:

1. Recognize the new teachers as an important part of the vocational/health occupations education system.
2. Present an overview of health occupations education as an integral part of vocational education.
3. Provide an opportunity for the new teacher to begin to form a conceptual base from which the teaching/learning process can be implemented.
4. Introduce teaching methods, evaluation, and classroom management techniques.
5. Provide an opportunity for teachers to share their experiences, concerns, successes, and failures.

Learning Objectives: The new teachers will be able to:

1. Relate their own self-concepts to the classroom situation.
2. Identify resource networks for their occupational courses.
3. Relate health occupations education to vocational education purposes.
4. Discuss the qualities of an effective teacher.
5. Describe the purposes of HOSA.
6. List advisory committee functions.
7. Develop awareness of interpersonal relationships in the classroom.
8. Develop a variety of effective classroom management techniques.
9. Write lesson plans, student objectives, and assessment tools.
10. Develop a yearly teaching calendar.
11. Use available audiovisual equipment.
12. Evaluate shared learning experiences.

AGENDA

Sunday, August 1, 1982

- 1 p.m. Registration
- 2:00 Introduction & Overview
- 3:00 Role Identification
- 6:00 Cider, Wine, & Dine
(dinner included in registration fee)

Monday, August 2

- 8 a.m. HOE--Purposes & Goals
- 9:00 Interpersonal Relationships
- 11:00 Three Phases of Teaching
- 12:00 Lunch (on your own)
- 1:00 Classroom Management Techniques
- 2:45 Yearly Calendar
Clinical Arrangements
Advisory Committees

Tuesday, August 3*

- 8-11 Skills Smorgasbord
- 11:00 HOSA organization
- 12:00 Lunch (on your own)
- 1:00-3:45 Skills Smorgasbord continues
- 4:00 Panel (Q & A)

Wednesday, August 4

- 8 a.m. People & Paper Resources
- 9:00 Wrap-up, Assignments, EVALUATIONS, Survival Kits

*SPECIAL SOCIAL EVENT

6:00 p.m., Tuesday, August 3--

Pool Party

Planning Committee

Carol Hampton, H.O.E. Service
Mildred Mason, Old Dominion University
Mary Lou Park, Virginia Commonwealth University (Institute Coordinator)
Sally Ruch, Chesterfield County
Carol Stickney, H.O.E. Service
Lydia Villanueva, Norfolk City
Helen Whalen, Williamsburg City

Registration Information: Using the enclosed registration form, register for both the New-Teacher Institute and the general conference. Please make your check payable to "HOE Summer Conference." When we receive the form and your check for \$27, we will send additional information. Your check will not be cashed before August 1.

Note: Second-year teachers may attend the New-Teacher Institute if there is room after all the first-year teachers are accommodated. All registrants must make their own room reservations at the Holiday Inn. If you cannot find a roommate for double occupancy, contact Carol Stickney for prior reimbursement approval.

Direct any questions to Carol Stickney, Health Occupations Ed. Service, Dept. of Ed., Box 60, Richmond, VA 23216 (804 225 2087).

HEALTH OCCUPATIONS EDUCATION SERVICE

VIRGINIA DEPARTMENT OF EDUCATION

RESPONSES TO NEW-TEACHER INSTITUTE EVALUATION, 1982

Each question is followed by a summary of the numerical responses and a listing of prose comments, or a count of the answers.

1. Notification of Institute:

Satisfactory: 29 Too Early: 0 Too Late: 0

2. Dates of Workshop:

Satisfactory: 26 Too Early: 1 Too Late: 2

(Some respondents asked that future workshops not include Saturday or Sunday sessions.)

3. Workshop Length:

About Right: 18 Too Short: 3 Too Long: 8

4. Pace of Workshop:

About Right: 20 Too Fast: 4 Too Slow: 3

5. Your Suggestions for Improving Future Workshops:

Slightly slower pace or less content. I'm burned out. Put update off for another time and spend an entire week on new-teacher content. Need follow-up for further development and implementation. Should be just a week for new teachers. Assignment for credit seems too long for pace of workshop at this time. No time for assimilation and study. Prefer July. Have new teachers come only to new-teacher institute and make it longer. We could have used more time to cover the material. The week was very long. Perhaps it could be shortened. As a new teacher, I am a little overwhelmed by all the information being presented. However, I am acutely aware of my need for this information. How about a lecture on how to lecture, and more examples of personal experiences? The first 1½ days were too slow, and then the smorgasbord was very concentrated. Instead of sessions all day long, have one afternoon off to go shop or to museums or whatever, as many places are closed in the evening. Then to make up the time, have a night session, 7-10 or 11. Also a short session on stress reduction or coping.

Responses to New-Teacher Institute evaluation, 1982

Felt material was presented too fast--e.g., need much more time on developing tests, etc.

Teachers should have been allowed to sign up for skills smorgasbord classes they would like to attend.

Greater promptness in adhering to the time schedule.

In the following questions, the rating scale was as follows: 5

(excellent), 4 (very good), 3 (good), 2 (fair), 1 (poor).

A. Sunday, August 1

1. Welcome, Introductions, Overview

Number Responding: 29

Mean: 4.34

Standard Deviation: 0.76

Began late, Ms. Park very supportive, engaging; getting-acquainted activities fun, helped create enthusiasm; handout helpful.

Good ideas for future use.

Very warm welcome. Topics presented very interestingly.

Didn't like the activities--(?) before the whole group.

Perhaps prefer the small-group mixers first? Loved the mixers.

2. Role Identification

Number Responding: 29

Mean: 4.52

Standard Deviation: 0.68

Enjoyed; filling out card of what had to offer perhaps frustrating for new people.

Well presented.

Thought-provoking activities; facilitated awareness of others' needs and proficiencies. Would like more time to meet with others.

Became repetitive at times.

(continued)

Responses to New-Teacher Institute evaluation, 1982

3. Social Hour and Dinner

Number Responding: 30
 Mean: 4.83
 Standard Deviation: 0.37

Food was excellent.
 A most relaxing time after an afternoon of apprehension & tension.
 Excellent dinner & social mixing.
 Tremendous!
 Great food; would have preferred more mingling.
 Very conducive to meeting fellow participants and instructors.
 Wonderful--great ice-breaker.
 Excellent dinner; good social atmosphere, friendly.
 Outstanding! Really helped bring the group together.
 Terrific.
 Great!
 Good way to break the ice.
 Dinner could have started earlier, as we didn't have time for lunch. Good meal, good conversation. Note: Conference rooms too cold!
 Very good food and companionship!
 Most enjoyable--nice to mix & socialize early in institute.
 Very good meal. Helped everyone get acquainted.
 Dinner excellent, though rather late.
 Excellent dinner.
 Inadequate communication about schedule of cider/wine hour & time of service of dinner. Excellent meal, well prepared & served; camaraderie & conversation pleasant & enlightening.
 Excellent (and I almost didn't attend). It became a sharing time and it was a tension reliever. Food was delicious, too.

B. Monday, August 2

1. HOE and Vocational Education

Number Responding: 32
 Mean: 4.28
 Standard Deviation: 0.62

Information presented clearly; information on composition of HOE and focus of HOE enlightening.
 Particularly enjoyed the overviews of the multiple areas of education implementation.

(continued)

Responses to New-Teacher Institute evaluation, 1982

2. Interpersonal Relations

Number Responding: 31
 Mean: 4.52
 Standard Deviation: 0.71

Especially enjoyed the pace of this class.
 Too lengthy.
 You hit the nail on the head.
 Ms. Park is a dynamic instructor--an excellent role model.

3. What to Do Before, While, and After You Teach

Number Responding: 32
 Mean: 4.03
 Standard Deviation: 0.95

Suggestions made were helpful.
 Good ideas.
 Should be more informative.
 Some repetition, but maybe not for most.
 Too much attention to details. I can read; I need not have material read to me.

4. Classroom Management Techniques

Number Responding: 32
 Mean: 4.59
 Standard Deviation: 0.54

Super--very inspiring.
 Very well done.
 Very dynamic speaker.
 Important information was handed out; but immediately after lunch, an activity might have been better.
 Very informative.
 Helpful hints for all those unanswered questions a new teacher has and fears.
 Could be more informative, in-depth.
 Interesting and varied presentation.
 Dynamic speaker!
 Excellent. It's good to know what I'm doing wrong right off the bat (so I can improve, of course).
 Handouts very helpful.
 Quite good, but a break was needed--at least a stand-up break.

(continued)

Responses to New-Teacher Institute evaluation, 1982

C. Tuesday, August 3

1. Skills Smorgasbord

a. Lesson Plan

Number Responding: 32
 Mean: 4.52
 Standard Deviation: 0.70

Well presented.

Excellent--well presented--handouts provided very good example of alternative (& thorough) lesson planning style. Interest maintained throughout. Relevant activities.

Out of some.

Rooms too cold!

Interestingly presented workshop--a good learning experience.

Acting was wonderful.

Good & entertaining.

Extend time for this part.

Could have used more time on this and all the other skills, but very well presented.

Well put together--well planned!

Excellent!

Excellent--good attention getters.

Excellent, but too fast.

Very useful and informative. Well presented.

Perhaps I was too tired by the time this arrived to evaluate it well.

b. Writing Objectives

Number Responding: 31
 Mean: 4.39
 Standard Deviation: 0.66

Too much in so short a period, but extremely well presented.

Too much material to cover in so short a time.

Excellent, but don't feel comfortable doing them.

More time needed.

More time was needed for this, since many of us have limited experience in writing objectives.

Very good: important material, given too fast.

Very useful information.

Not enough time allowed for this part of the program. Extend the time for this part.

(continued)

Responses to New-Teacher Institute evaluation, 1982

So much in such a little bit of time.
 Too much material in too short a time. Everything presented well. Not enough handouts. Not enough time.
 Should have had more time for this. Presentation was good.
 Not enough time for material to be covered.
 Out of handouts.
 Handouts helpful, esp. Bloom's Taxonomy. Ms. Richardson knowledgeable in topic area.

c. Using Audiovisual Materials

Number Responding: 30
 Mean: 4.50
 Standard Deviation: 0.56

More time is needed for this area. Not everything was covered.
 Good presentation on overhead projector and transparencies.
 Good helpful hints.
 Rushed on equipment.
 Very helpful. I wish we had had more time.
 How realistic when some of the equipment did not work!
 Especially enjoyed learning how to use overhead projector.
 This is what I need. Again--not enough time.
 Knowledgeable presenters.
 The time was not spaced adequately among the different materials and handouts.
 Not enough time.
 I loved this. We actually got to do and try.
 Should have asked individuals whether they had used a particular A/V and let each get more time on those she hadn't used.
 Moved too fast.
 Was good, but I had been exposed to much of it before.

d. Evaluation

Number Responding: 33
 Mean: 4.37
 Standard Deviation: 0.59

Super presentation.
 Very informative.
 Excellent, but too fast.

(continued)

Responses to New-Teacher Institute evaluation, 1982

Very helpful. (A full and exhausting day, packed with useful information.)*

A lot of material in an hour. Good presentation.

Extend time for this part.

Very informative.

Well planned and presented workshop.

Very well done.

(Having had a CBI course, was able to follow all the skills presentations--but I don't know how someone who had not had a course would react--probably too much in a short time. Well organized.)

(Relevant, helpful, with being too much.)

Good introduction to 3 domains of learning. Practical tips for evaluation of affective domain helpful. Would have liked more practice with stating objectives & setting standards in this area.

More time is needed in this area.

* Comments in parentheses apply to the entire Skills Smorgasbord rather than to the Evaluation part alone.

2. HOSA

Number Responding: 32

Mean: 3.78

Standard Deviation: 0.89

Motivating--good for encouraging students to join.

Very interesting; gave me a great deal of information about the program that was new to me.

I was not informed of necessary background information & how & when to introduce HOSA to students. Instructor assumed that everyone knew about HOSA.

She assumed we knew more about HOSA than we did. I was confused about many aspects.

Need more of an introduction to exactly what HOSA is!

I appreciate the book and information passed out.

Could have been presented more interestingly.

Reduce time on this.

Very enthusiastic presenter.

Information well presented.

Good overview & pushing sales.

Could have been more organized. Felt description of competitive events for students vague. Felt need for HOSA presented well.

(continued)

Responses to New-Teacher Institute evaluation, 1982

3. Pool Party for Administrators and New Teachers

Number Responding: 21
 Mean: 2.90
 Standard Deviation: 1.06

Really a garden party.

Where were all the people?

Should have provided some snacks. People were drinking on empty stomachs. This can be dangerous, esp. around a pool.

It would have been nice had more participants attended.

No food.

Where were all the people? Where were the swimsuits?

Conflicted with dinner hour.

Did not attend, since dinner plans were uncertain and there was no mention of food available at pool party.

Not enough participation.

D. Wednesday, August 4

1. Resources

Number Responding: 31
 Mean: 4.77
 Standard Deviation: 0.42

Appreciate the papers!

Much-needed information.

A lot of valuable information.

Thank you very much for all the handouts and materials. They will be most helpful.

Helpful.

Overwhelming.

Thank you!

This was excellent because of starting in a preclinical setting-- this fall will be a definite help.

Excellent--very needed--seems complete, provides direction. I appreciate the time & money spent on providing these materials.

2. Wrap-Up

Number Responding: 31
 Mean: 4.77
 Standard Deviation: 0.49

(continued)

Responses to New-Teacher Institute evaluation, 1982

Good closure--survival kit a good object lesson.
 Cute-- (?) carried theme through of firm--friendly
 I loved the survival kit!
 Delightful.
 Very good idea!
 I appreciate your concern for our welfare in the first year of
 teaching. The survival kit may help to keep me going.
 It's sad to split up.
 Loved the survival kit.
 Super-excellent program wrap-up.
 This has been so inspiring. I've been in many groups, but this
 one has an extra special something which could only have come
 through in response to some pretty special caring.

(write-in comments on Institute in general):

I really enjoyed it--am leaving overwhelmed, but enthusiastic.
 Please allow more meal allowance, esp. for evening meal.
 Without this experience, my first teaching experience would have
 been impossible.
 Entire institute was great.
 You've been a tremendous help to me--given me some tools to work
 out my year. Many thanks to all--God bless!--Judy Page
 Thank you for this excellent 2½ days.
 Thank you. It has been very helpful.
 Beautifully done, and certainly lowered stress level of new teachers;
 timely.

Credit (Course Code EDU 500): A student desiring one semester hour of graduate or undergraduate credit from VCU must attend the entire session (ending 3:30 p.m. Friday) and must complete the following take-home assignment within one week:

Develop objectives, learning experiences, and evaluation strategies for new or existing lesson plans, using materials and/or information gathered from the workshop. The learning experiences may be in any one or any combination of the domains (cognitive, psychomotor, and affective).

We are rushing to avoid the fall increase in VCU tuition. A non-reimbursable check for \$32 should be brought to the workshop. Credit students who do not complete the assignment will receive an F.

CEUs: The entire workshop, and other conference attendance, earns two Continuing Education Units. The fee of \$4 is to be paid by check at the workshop, and is not reimbursable. All paperwork must be completed before the student departs. No assignment is required.

Enrollment: The number of participants is limited to 30.

A Two-Day Course for Health Occupations Educators

CANCER UPDATE

Medical College of Virginia
Virginia Commonwealth University

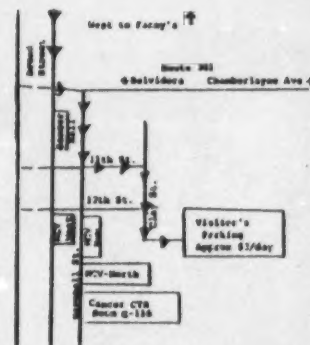
August 5, 1982, 8:00 a.m.-4:00 p.m.
August 6, 1982, 8:30 a.m.-3:30 p.m.

Co-Sponsored by

Department of Oncology/Medicine
Nursing
Medical College of Virginia
Virginia Commonwealth University

and

American Cancer Society
Virginia Division, Inc.



From Fanny's, follow Broad Street east to Belvidere; take a left, then a right onto Marshall Street. Take a left on 11th, a right on Clay Street. Park in the Visitors' Parking lot. The sessions will take place in the Cancer Center, on Marshall Street, Room G-116.

Please report promptly at 8:00 a.m. on Thursday and at 8:30 a.m. on Friday.

Purpose

This intensive two-day course will provide health occupations educators with an opportunity to be updated in oncology.

Through lecture, audiovisual presentations, group discussions, and clinical observations, dental, nursing, and radiological teachers will have the opportunity to explore oncology therapies.

Objectives

At the conclusion of this workshop, participants will be able to demonstrate current knowledge of:

1. The etiology, natural history, diagnosis, treatment, and implications for the major disease sites
2. The rationale for the four major cancer treatment modalities
3. Pathophysiological processes of malignant disease
4. Management of specific types of cancer

PROGRAM (MCV Cancer Center, Room G-116)

Thursday, August 5, 1982

- 8:00 a.m. Registration & Welcome
(Maureen Banks-Gould, RN, MS)
8:30 Basic Concepts
(Maureen Banks-Gould)
9:30 Chemotherapy
(Barbara Satterwhite, RN)
10:15 Break
10:30 Radiation Therapy
(Eunice Belvin, RN)
11:00 Symptom Management of
Advanced Disease
(Lenore Wagner, RN, MSN)
12:00 noon Lunch
1:00 p.m. Cancer Center Program
(W. L. Banks, Ph.D.)
2-4 p.m. Clinical Tours*

* Onsite observation for areas such as
Radiation Therapy, Diagnostic Radiology,
Joint Cancer Clinic, Cancer Center.

Friday, August 6, 1982

- 8:30 a.m. Breast Cancer
(Margaret Vaden, RN, BS)
9:30 Lung Cancer
(Lenore Wagner, RN, MSN)
10:15 Break
10:30 GI Cancers
(Ann King, RN, MS, ET)
11:30 Pediatric Cancers
(Ann Pryor, RN, BS)
12:30 p.m. Lunch
1:30 Breast Self-Exam/
Testicular Self-Exam
2:30 Oral Exam
(Richard Elzay, D.D.S.)
3-3:30 Evaluation

Faculty

Maureen Banks-Gould, RN, MS
Assistant Director, Nursing Services
Oncology/Medicine Nursing

William L. Banks, Jr., Ph.D.
Co-Director, MCV/VCU Cancer Center

Eunice Belvin, RN
Administrative Clinician
Radiation Therapy

Richard Elzay, D.D.S.
Chairman, Oral Pathology

Ann King, RN, MS, ET
Clinical Nurse Specialist
Enterostomal Therapy

Ann Pryor, RN, BS
Nurse Clinician, Pediatric Oncology

Barbara Satterwhite, RN
Unit Coordinator
Joint Cancer Clinic

Margaret Vaden, RN, BS
Unit Coordinator
Medical Oncology

Lenore Wagner, RN, MSN
Clinical Nurse Specialist
Oncology Nursing

Coordinating Committee

Maureen Banks-Gould, RN, MS

Roxanne Burnley, RN

Mary Lou Park, RN, MS

Barbara Satterwhite, RN

Lenore Wagner, RN, MSN

Responses to 1982 "Cancer Update" Evaluation

The presentation on pediatric leukemias--I knew less about this than about the other topics.

Chemotherapy, symptom management, and clinical tours.

Learning about treatment and management of patients with cancer--especially pain control.

6. I feel the least valuable experience from this workshop was:

The early starting hour and short time to cover presentations.

Time pressure.

Can't think of a thing.

The entire workshop was valuable.

Shortness of time.

Hospital tour--though I was delighted to have the chance to see the new facility.

Hospital tour--but keep it because it's fun.

Discussion concerning Cancer Center program.

Tour of MCV.

Radiation therapy tour.

Tour of the GYN unit.

Viewing office space (although I know they were proud of the new site).

I feel that most of us already know BSE.

7. Identify items which you feel should have been included in this workshop.

Cancer of the skin, more time on chemotherapy and patient teaching.

Very pleased with the workshop. Thank you.

It would have been nice to have more time with the speakers for Q&A period; but I recognize the time constraints. Excellent presentation! I picked up much new information.

I would have liked to tour the original hospital, since I studied here years ago. The workshop was well planned & presented.

I would prefer a longer workshop, or the concentration on a short workshop. It all was excellent--thank you!

I would like to see more real-life experiences dealing with cancer patients.

Some actual case studies, e.g., Grand Rounds.

Suggestions: 1. More time spent on staging, or slower pace, so those who do not work in area can really understand process.

2. More on urinary cancer, brain cancer, or both. 3. More on psychological aspect. 4. Patient teaching--helpful ideas.

5. More time allowed for pediatric. --Excellent workshop--one of the best I have attended in several years.

A little more explicit information on the emotional aspect of cancer.

Hospice program; Cancer rehab program.

Responses to 1982 "Cancer Update" Evaluation

More information on specific chemotherapeutic agents.

Handout on current drugs being used to treat cancer.

The entire workshop was one of the best I have ever attended. I only wish more time could have been spent on medications and nursing care of oncologic patients. --Your facility is beautiful and you are a great group of people. Thanks for all the time you spent preparing for us. --Jean Yates, R.N., Lexington, Va.

Tour of nursing units should be longer and involve more nurses; should include both surgical and medical units.

Actual patients--although it would have been rather delicate to do that unless case by + pictures. Looking at slides of cells might have helped. Enjoyed the doctor's lecture on oral cancer with slides.

Perhaps a bit more time for presentations. Breast cancer speaker, leave slides on a bit longer for each; otherwise, very good. Participants: enthusiastic, interesting; especially felt a warmth from each of them regarding particular area of responsibility. Many thanks.

Would like to have spent more time in clinical area and heard more nursing care. This is not at all necessary and is mentioned only because you asked.

Roxanne did a terrific job of coordinating efforts--keeping us informed, etc.

Please repeat this workshop in 1983, and include hospice and counseling patient and family.

HEALTH OCCUPATIONS TEACHER EDUCATION PROJECT
NON CREDIT COURSE - INSERVICE
HENRICO COUNTY - HEALTH OCCUPATIONS TEACHERS

COURSE OBJECTIVES:

1. PLAN TO COMPLETE A COMPETENCY PROFILE FOR YOUR PROGRAM
2. DETERMINE HOW THE PROFILE WILL BE APPLIED
3. DETAIL THE COMPETENCY PROFILE FORMAT
4. SEQUENCE AND CLUSTER COMPETENCIES FOR INSTRUCTION
5. DEVELOP A LEARNING PACKAGE
 - A. WRITE COMPETENCY STATEMENTS
 - B. REVIEW LEARNING DOMAINS
 - C. UPDATE SKILLS IN WRITING OBJECTIVES
 - D. IDENTIFY LEARNING EXPERIENCES
 - E. RELATE EVALUATION METHODS TO OBJECTIVES
6. EVALUATE RATING SCALES FOR YOUR PROGRAM
7. IDENTIFY A RECORDKEEPING SYSTEM FOR YOUR PROGRAM
 - A. CODE COMPETENCIES
 - B. RELATE CODING TO FILING SYSTEM
 - C. DISCUSS RECODING TECHNIQUES
 - D. REVIEW RECORDKEEPING EXAMPLES

STAFF DEVELOP WORKSHOP EVALUATION SUMMARY

HENRICO HEALTH OCCUPATIONS TEACHERS, MARCH, 1983

All participants agreed 100% that the following statements were accurate.

1. The objectives of the workshop were clear and concise
2. the presentations were informative
3. The information related to my needs
4. The meetings were well organized
5. Handout materials were helpful
6. The presenter was prepared

Comments copied in their entirety on the evaluation forms were as follows:

Hopefully it can be arranged for you to return and tell us more about implementing CBE. You really made this subject very interesting. Thanks.

I thoroughly enjoyed the presentation! Additional sessions would be beneficial to me.

Excellent!

Would like to have more time to share ideas about implementing CBE with our program.

Very informative. Please come again!

We need you - please - come again! soon ---!!

I have enjoyed this but must admit that I feel a bit flustered about being so far away from implementation of this whole deal.

Too little time for the number of topics we would like to cover/
come again

I feel very positive about taking a course from you in the future

I think I can now attempt my profile, writing objectives and CRM's

BALANCE SHEET

SUMMARY BUDGET SHEET 1982-1983
VA-82-C-131-2-H0-001 5030283

Revised Budget	Budget With <u>Transfers</u>	<u>ACTUAL</u>
I. SALARIES		
1. Projector Director	\$7354.80	\$7353.85
Fringe Benefits	<u>1184.12</u>	<u>1183.97</u>
Subtotal Salaries	\$8538.92	\$8537.82
II. CONTRACTUAL SERVICES		
1. Student Assistant	\$2230.00	\$2225.39
2. Advisory Committee	720.00	648.32
3. Consultant	300.00	300.00
4. Clerical Services	<u>2455.00</u>	<u>2455.00</u>
Subtotal Contractual Services	\$5705.00	5628.71
III. MATERIALS AND SUPPLIES		
1. Office Expenses	\$2000.00	\$1283.42
Postage	150.00	155.42
2. Expendables, commercial	700.00	671.33
3. Dissemination	<u>552.39</u>	<u>697.84</u>
Subtotal Materials and Supplies	\$3402.39	\$2808.01
IV. TRAVEL		
1. Project Director	<u>\$ 850.00</u>	<u>\$ 523.17</u>
Subtotal Travel	\$ 850.00	\$ 523.17
V. OTHER RELATED EXPENSES		
1. Indirect costs at 8%	<u>\$1480.00</u>	<u>\$1399.81</u>
Subtotal, Other Related Expenses	\$ 1480.00	\$ 1399.81
TOTAL: 1982 - 1983	<u><u>\$19976.31</u></u>	<u><u>\$18897.52</u></u>